DOCUMENT RESUME

ED 346 897 JC 920 320

TITLE Long Range Plan: 1992-1995.
INSTITUTION Pennsylvania Coll. of Technology, Williamsport.
PUB DATE Jul 92
NOTE 112p.
PUB TYPE Reports - Descriptive (141) -- Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS *College Planning; Community Colleges; Educational Administration; Educational Finance; *Educational Objectives; Educational Strategies; Guides; *Long Range Planning; Master Plans; Mission Statements; *Organizational Objectives; Two Year Colleges
IDENTIFIERS *Pennsylvania College of Technology

ABSTRACT

Intended to enhance strategic planning and enable staff to work as a team toward a shared vision and common goals, this report presents the 1992-95 long-range plan of the Pennsylvania College of Technology (PCT). Part I defines long-range planning; describes the structure and use of the plan at PCT; presents PCT's philosophy, mission, and vision statements; and reviews the recommendations of the college's 2-year Middle States Self-Study. Part II contains area, goal, and task statements for the following: (1) Instruction, including standards for credentials, a curriculum portfolio, outcomes assessment, foundation skills, lifelong learning, instructional delivery and management, noncredit programming, and business and industry training; (2) Student Support, including student recruitment and retention, part-time nontraditional students, matriculation, student life, and student services; (3) Academic Support, including the program development and evaluation processes, staff development, instructional media and computer use, and general academic support services; (4) Institutional Support, including executive management, budget and finance, human resources, the physical plant, general administration and logistical services, and quality assurance; and (5) Public Support, including technical consultation and enrichment programming. Part III provides the long-range planning manual, which contains outlines and charts detailing processes for college research and evaluation; for revising the college's philosophy, mission statement, and goals; for creating, revising, and reporting long-range planning task statements; and for developing objectives. (JSP)

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1992-1995 Long Range Plan

Office of Strategic Planning and Research

LONG RANGE PLAN

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1992-1995
Long Range Plan

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July 1992

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FOREWORD

The culmination of our herculean two-year Middle States self-study, the recommendations beginning on page I-9, illuminate this year's Plan. The Steering Committee classified recommendations into two groups according to priority: Group I, critical, for immediate action; and Group II, important, but able to wait a bit. Thanks to Veronica Muzic, for providing up-to-date versions. These recommendations are sent to Governance, College Council and the Committees, to develop task statements for placement into the Long Range Plan.

Thus, Governance will plan for the implementation of Middle States recommendations via the official Long Range Planning process. This work will constitute an important portion of the Governance docket for the coming few years. Recommendations will be embedded as tasks in the Long Range Plan by Governance action. Senior College administrators include Long Range Plan tasks on their annual "To Do" list (MBO's - Management by Objectives). As these recommendations are implemented, senior administrators will report upon them in their annual updates to the Plan. Herein lies primary accountability and tracking for Middle States recommendations.

Many thanks to the Penn College Governance System (1991-92) members and officers, including Ann Marie Furdock, College Council Chair, Robert Slothus, Vice-Chair, and Bea Hilliard, Recording Secretary, and to Committee Chairs: Peter Dumanis, Fred Gilmour, Lynn Hanson, John Miller, Donna Pfeufer; and to the senior administrators of the College: Robert Bowers, Robert Fisher, William Martin, James Middleton, William Twaddell and Miles Williams, for essential planning, implementation and evaluation activities reports in the Long Range Plan.

The Planning Manual, which describes the Penn College planning system and process, was included as Part III of last year's Long Range Plan. As part of the initiative to prevent unnecessary costs (Fiscal Fitness), we ask that you remove the manual from last year's Plan, and place it as Part III of this year's report. Let's save a tree. If you are a rare first-time recipient of the Plan, or have already recycled last year's Plan, please call the Office of Strategic Planning and Research at x7771 for a copy of the Planning Manual.

Definition of Long Range Planning

Long range planning is a technique by which an institution defines its philosophy and mission, and then determines a strategy to best use resources available and set actions to accomplish that mission over a period of time. The importance of long range planning is that it requires an institution to consciously set goals which will actualize the mission, and carefully allocate resources toward realization of those goals. Strategic planning must also recognize the changing environment outside the institution.

By recognizing, analyzing and anticipating changes in the environment, today the institution can make decisions in advance of tomorrow. Without strategic planning, an institution is like a boat adrift, without direction, at the mercy of the tides, winds and storm. With strategic planning, the ship clearly has a captain. The captain is cognizant of forces and harnesses them to reach the chosen destination.

The plan is also important because articulation of the plan allows the entire staff to understand and work as a team toward a shared vision and common goals. Thus, the broadest goal of this Long Range Plan for FY1992-1995 is to communicate the Long Range Plan, to create a shared vision and purpose for Penn College by all Penn College staff.

Long Range Planning at Penn College

Penn College enhanced its long range planning process to strengthen and emphasize two aspects: the strategic orientation and the participation of the Governance System. The planning manual, Part III, describes the process in detail.

The strategic orientation is incorporated through a plan to use external as well as internal data to orient and guide the long range plan. In order to base the planning process upon factual information, the management of the planning process and documents was placed within the Office of Institutional Research. That office thus became the Office of Institutional Research and Planning, which subsequently became the Office of Strategic Planning and Research.

Participation of the Governance System occurs in two principal ways. First, one of the six formal governance committees, the Long Range Planning Committee, constitutes the "custodian" of the Long Range Plan. Among their responsibilities, each Governance Committee must approve changes to the Long Range Plan. Secondly, all changes approved by individual governance committees must be approved by the College Council, which is broadly representative of the entire College.

Structure and Use of the Long Range Plan

The body of the Long Range Plan is divided into five broad functional categories called "goal areas", which subsume all college goals and activities. The philosophy and mission are approved. Then they are used to set goals. Goals are reviewed annually by key administrators and by Governance; updates are included within the Long Range Plan. The Long Range Plan, updated annually, serves as a current "map" to guide the annual planning process at the college. (Please see the "Planning Manual", Part III, for a complete documentation of the planning process.)

As part of the annual operational planning process, college administrators consult the Long Range Plan and the list of major initiatives to set objectives for the coming year. This is how the plan is actualized.

The design of the Plan provides for continuous updating. Each year, upon completion, tasks will be identified as completed and in the subsequent year removed from the Plan. Annually, additional task statements will be developed based upon issues identified by diverse College constituencies. This constant roll-over of task statements will ensure that the Plan remains current.

The Plan describes only those tasks that are beyond the scope of routine activities performed at the College. Hence, tasks that are routinely performed, such as long range planning or maintenance of the relationship between the faculty bargaining unit and the College, are not delineated in task statements. If however, a new approach to planning or a major change in procedures for interaction with the bargaining unit were planned within the next three years, tasks describing these activities would have been developed.

The remainder of the document contains the substance of the College's long range plans. The College Philosophy, Mission and Vision Statements are provided. Goals and tasks are organized within goal areas. Five goal areas and alphabetic indicators are identified:

Instruction (I)
Student Support (SS)
Academic Support (AS)
Institutional Support (IS)
Public Support (PS)

The numbering system identifies the alphabetic identifier for Goal Area, a numeric indicator for goal, and an additional numeric indicator for task. For example, the number AS.2.3 indicates the third task of the second goal in the goal area of Academic Support. Goal areas, goals, and tasks are not listed in priority order.

A Status Report follows each task statement. The Status Report identifies any achievements or accomplishments that have occurred during the period July 1, 1991 to June 30, 1992. When appropriate, future strategies for achieving the task are included.

Text that is printed in bold-face type indicates action that was taken by Governance Committees and College Council. Task statements that have been removed from the list of active tasks will be archived in a supplemental document, the Cumulative Long Range Plan. They remain in the body of the Plan this year to permit reporting of 1991/92 achievements and accomplishments in the Status Report. A gap in numbering indicates goals or tasks that were retired in previous years.

Status reports are prepared by the college administrator responsible for carrying out the task. Initials next to the task represent the administrator:

JM	-	James Middleton, Vice President for Academic Affairs
RF	-	Robert Fisher, Vice President for Administration
WM	-	William Martin, Vice President for Student Affairs
WT	-	William Twaddell, Dean of General Services
RB	-	Robert Bowers, Executive Assistant for Internal Affairs
MW	-	Miles Williams, Vice President for Employee and Community Relations

PHILOSOPHY, MISSION AND VISION STATEMENTS

College Philosophy Statement

We believe in the dignity and worth of all individuals. We believe learning is a lifelong process and that all individuals should have opportunities for lifelong education. We believe education should help individuals develop, to their maximum capacity, technical excellence, occupational proficiency, and academic ability. We believe education should also provide for personal enrichment. To prosper in a complex and changing society, we believe individuals must learn to think independently, value logical and tested conclusions, develop problem solving abilities, and function effectively with other people. We believe that competent performance contributes significantly to individual health and happiness and benefits the organizations and communities in which individuals work and live. We believe the College is an integral part of the community it serves and must respond to identified needs and interests. In delivering education services, we believe there is no substitute for the pursuit of excellence.

College Mission Statement

Pennsylvania College of Technology is an affiliate of The Pennsylvania State University and is granted the benefits and responsibilities of the status of The Pennsylvania State University as a State-related institution and is an instrumentality of the Commonwealth of Pennsylvania. Pennsylvania College of Technology offers a comprehensive array of programs with a strong heritage of and continuing emphasis on two-year vocational and technical education. Pennsylvania College of Technology has authority and intent to develop and provide educational opportunities beyond two-year programming. The College is a statewide focused institution with Northcentral Pennsylvania being a primary service area. Because of the extensive commitment to hands-on occupational programming, the College also serves as a regional, national, and international resource.

Pennsylvania College of Technology seeks to implement its philosophy by providing:

* quality postsecondary occupational and transfer programs and services for all those who can benefit, including those who have previously discontinued their formal education
* accessible full- and part-time educational opportunities and services which address a wide spectrum of individual needs and abilities through varied formats, schedules, geographic locations, and short-term courses

* educational programming related to economic and employment realities
* additional and enriched career options through continuing and new cooperative projects with industry, business, professions, government, and other educational institutions
* comprehensive degree programs which integrate communications, math, science, technology, humanities, interpersonal skills, reasoning, and physical health and safety
* opportunities to develop skills needed to enter and succeed in programs
* continuing opportunities to extend and upgrade skills, knowledge, and interests
* quality vocational and technical programs and services for area secondary students as institutionally feasible
* support for informed decisions using knowledge of abilities, interests, and values realized through testing, evaluation, and counseling, as well as instruction
* opportunities to develop personal, social, and cultural dimensions.

Providing excellence in instruction and appropriate educational opportunities, at a reasonable student cost, are the College's highest priorities. The College is accountable for its mission within the limitations of its physical and financial resources.

College Vision Statement

Shaping futures
through comprehensive learning opportunities
with distinction in technology education.

PENNSYLVANIA COLLEGE OF TECHNOLOGY
MAJOR INSTITUTIONAL INITIATIVES FOR 1992-93

College Wide Priority Initiatives

- Strengthen institutional commitment to and implementation of Outcomes Assessment at the classroom, program, and institutional levels.
- Strengthen students' information literacy through enhancing Library resources and integrating these resources into teaching/learning activities
- Investigate and implement strategies to increase productivity and efficiency of all human, facility, and equipment resources while maintaining/improving institutional quality.

Special Focus Initiatives

1. Strengthen quality and impact of career programming by integrating Tech Prep into curriculum design and marketing and systematically communicating with cooperating schools.
2. Implement initial baccalaureate degrees and continue development of additional baccalaureate programming.
3. Continue activities associated with construction, occupation and operation of new College facilities, including the Kathryn Wentzel Lumley Aviation Center, Alvin C. Bush Campus Center, and Community Arts Center.
4. Strengthen College-wide participation and communication in the Governance System and the institutional planning process.
5. Implement Fiscal Fitness Program and other methods of controlling expenditures.
6. Examine the College's practices and policies to ensure compliance with laws relating to accessibility and safety.
7. Strengthen the teaching/learning process through expansion of instructional technology initiatives.

MIDDLE STATES
SELF-STUDY
RECOMMENDATIONS

GROUP I

I.a. COUNCIL

Improve outcomes assessment, the use of outcomes assessment, to improve teaching and learning. (Several years of work will be necessary to design, implement, evaluate, and improve this initiative.) (Outcomes Assessment)

Provide administrative direction and support for improvement of OA, including:

(a) assigning responsibility for OA, and
(b) linking OA as a 1991-1992 "Major Institutional Initiative" (Outcomes Assessment)

Set priorities, plan and implement a systematic OA program, including:

(a) create an OA Planning and Implementation Committee;
(b) include faculty on the committee who would pilot test various OA strategies;
(c) write an OA Plan and evaluate its implementation status on a yearly basis. (Outcomes Assessment)

I.b. CURR & ASI

Direct attention to critical thinking and problem solving abilities of students, including:

(a) assessment of student development and learning relative to critical thinking and problem solving;
(b) integrate critical thinking and problem solving into the curriculum at the college, program and course levels;
(c) affective dimensions of the A.A.S. core competencies. (Outcomes Assessment)

I.c. SA

Address the increase in underprepared students as it pertains to teaching and learning. For example, strengthen support programs, explore new strategies to meet student needs, promote self-worth, etc. (Teaching-Learning)

KEY: Abbreviations represent Governance Committees: ASI-Academic Standards & Issues, CURR-Curriculum, FAC-Facilities, HR-Human Resources, LRP-Long Range Planning, and SA-Student Affairs.

I.d. ASI

Initiate new data collection and analysis methods focused towards improvements in teaching and learning, including:

(a) begin using a survey to assess student success and perceptions several years after graduation to provide feedback on the curriculum and related services;

(b) begin using an employer survey to assess student competence and provide feedback for improvement in the curriculum;

(c) use qualitative data like student and faculty focus groups to gain feedback to improve teaching and learning;

(d) begin using a standard student development assessment, specifically to be determined by the planning committee, to assess the College's effect on affective, student development areas of growth and change. (Outcomes Assessment)

I.e. FAC

The Facilities Committee of the Governance System at Penn College assume oversight for the following:

1. coordination of all Safety and Health Program activities,
2. education of all College employees, especially faculty who are responsible for laboratories where hazardous conditions may exist and student to whom the College has the obligation to provide a safe learning environment, and
3. a safe environment for all in regards to OSHA, EPA, and "Right-To-Know" legislation. (Library/Instructional (Resources)

I.f. SA

Review use of student activities fees to ensure that those fees provide direct benefits to the student payees. Among other concerns evaluated: (a) appropriations restricted to student activities rather than to college/community service activities; (b) use of those fees for staff salaries and benefits; (c) percentage of time devoted to student needs among student services staff (those supported by activities monies); (d) responsibility for Capitol Theatre and performing artist series; and (e) logic/practicability of the charge-back to college activities for use of college property (Recreation Center rental, for example). (Teaching-(Learning)

I.g. SA

Develop mechanisms to enhance student communications; consider (a) a student newspaper; (b) the governance communications subcommittee; draft specific charges and timetable; (c) use of kiosks in several campus locations for information retrieval; (d) accessible bulletin boards in key campus locations; (e) investigate providing mailboxes for full-time students (standard or electronic); (f) link all campus locations to ensure the timely and complete flow of information; and (g) alternative means of communications. (Teaching-Learning)

I.h.	ASI	Develop a plan for identifying and maintaining essential existing support programs that are currently grant funded (in part or whole) and for accommodating student population growth and needs. (Teaching-Learning)
I.i.	LRP	Strengthen the linkage of budget development activities, establishment of Major Institutional Initiatives, and MBO development. (Evaluating Planning)
I.j.	ASI	Strengthen the links between existing data, beginning with the "Program Review," and improvements in teaching, learning and other services in all areas at all levels, including: (a) assist faculty and administrative staff to use data that is already available to improve teaching and learning; (b) examine and use data trends that are reflected by several years' worth of data, versus using single year data for analysis and planning;
	HR	(c) aggregate faculty evaluation data (supervisors' and students' ratings) so faculty can compare their ratings with others' ratings across the college, divisions, and programs and courses where possible without violating confidentiality. (Outcomes Assessment)
I.k.	ASI	Assess the success of students who enter with academic weaknesses. (Outcomes Assessment)
I.l.	ASI	Academic Standards and Issues explore the following mechanisms to improve information literacy: (a) bibliographic instruction for all students either before or during the first semester, and (b) across-the-curriculum library-based assignments. (Library/ Instructional Resources)
I.m.	ASI	Strengthen the academic advisement system; determine its purposes, publish its objectives; explore advisement alternatives. (Teaching-Learning)
I.n.	ASI	Develop a more comprehensive mechanism to more effectively assess courses. Use faculty, current and graduate students, employers and advisory committees in this effort. (Outcomes Assessment)
I.o.	ASI & CURR	Establish rationale and criteria for identifying curriculums with selective and restrictive admissions; then formalize and operationalize those criteria. (Teaching-Learning)

I.p.	ASI & HR	Develop a three-year staff development program which will also dovetail with the long range plan. That program will include learning theory, instructional delivery and assessment, training for all supervisors, department heads and other evaluators as well as design and organize "quality circles" to advance teaching and learning. (Teaching-Learning)
I.q.	SA	Extend the breadth of and provide ongoing opportunities for student development programs which focus attention on independent living skills, issues of student responsibility, self worth, sexual harassment, respect for personal and cultural diversity, alcohol and drug use, etc. (Teaching-Learning)
I.r.	ASI & CURR	Promote the following curricular initiatives: interdisciplinary education, cultural/diversity awareness, writing across the curriculum, fitness/wellness course work, information literacy through the use of curriculum development and staff development activities and through strategies like the formation of quality circles and interest groups. (Teaching-Learning)
I.s.	COUNCIL	To increase library funding to 3% of the College budget. (Library/Instructional Resources)
I.t.	SA	Improve and expand services to the part-time student: (1) develop a handbook that addresses the who, what, where, when and why for the part-time student; (2) develop a two-year (at least) college-wide list of course offerings that will help facilitate part-time student planning; (3) provide academic advising services especially during evening hours. (Teaching-Learning)
I.u.	FAC	Recommendation to Facilities to: 1. assess classroom and laboratory seating (with both enhancement and replacement schedules) 2. assess classroom and laboratory environments in regards to climate and air quality. (Library/Instructional Resources)
I.v.	ASI	Collect, analyze and report comprehensive data on transferability of courses to other colleges, including general education and technical curricular courses. (Outcomes Assessment)
I.w.	HR & SA	Create a multi-cultural advisory committee comprised of students, business and community leaders, staff and educators that reflects a broad diversity of ages, races, abilities and both genders. The advisory committee would advise the College President and his designated administrative staff about plans and strategies that support the College's goal of diversity.

I.x.	HR	Expand current and develop new staff development opportunities for adjunct faculty. Such opportunities include a standardized orientation, extended supervision and involvement with departments. (Teaching-Learning)
I.y.	ASI	Due to the merger, take a special look at students who transfer to Penn State including articulation of: (a) the GS program with PSU curricula; and (b) A.A.S. programs with BS degrees in Technologies. (Outcomes Assessment)
I.z	SA	Penn College implement outreach strategies to encourage minority and female junior high school and high school students to participate in College and technical career awareness activities. (Evaluating Planning)

* * *

Visiting Team Recommendations

I.	Penn College should insure that in the development of baccalaureate level programs, all Junior and Senior level course offerings in both the Major and Core or support areas are in fact Upper Divisional offerings that build upon the lower divisional programs. //
I.	Penn College has developed a comprehensive governance precess which appears at times to be complex. The Middle States Team believes that the Governance System is an excellent means through which to encourage the faculty and professional staff to make contributions in development of academic programs, peer evaluation, and outcomes assessment procedures.
I.	To minimize the perception on the part of the faculty that the role of administrators on governance committees appears to be duplicative as both participants and evaluators of the recommendations made by the governance committees, the team recommends that consideration be given to defining the roles of administration personnel to serve as resources as well as participants.
I.	Carefully monitor the complexity of the planning process to ensure that it does not become cumbersome or too slow to respond to environmental change and that it focuses on highest priority institutional needs. Opportunities should be sought to simplify the process as it continues its development.

	I.	It is recommended that the College expand library hours especially on Saturday.
	I.	Increase staff so that a qualified librarian is on duty at all times to meet the demands of a growing and enlarged library requirement for an expanding college.
	I.	The plan for anticipated future expansion of the library, as noted in the self-study, should be accelerated as the collection and library utilization, in the judgment of the team, falls below minimal standards.
	I.	Consideration should be given to increase the staff to expand services to the faculty and to provide services for evening operations.
	I.	The Health Care Office should be expanded to include services for those students in residence in campus approved housing facilities and to expand services for evening students,
	I.	The College should continue to explore, open and develop new revenue streams to reduce the pressure now placed on tuition income.
	I.	The College should consider installing either push button pneumatic door openers or other automatic door devices at the entry to the various campus buildings for service to the handicapped.
	I.	The College should continue to develop its affiliation with Penn State University and to continue to ensure independence of Penn College of Technology within the agreement that it has with Penn State University.

* *

GROUP II

II.a.	HR	Develop and implement on-going staff development activities that are designed to inform, educate, and orient current and new employees, Advisory Boards and Advisory Committee Members, as to the Planning Process used by the College, and the role of Governance in the planning process (Evaluating Planning)
II.b.	FAC	Provide increased security and protection of the personnel and physical property of the College by implementing a monitor system for fire and other hazardous conditions. (Library/Instructional Resources)

II.c.	LRP	Implement procedures that will insure that all Long Range Goals are included in The Long Range Plan and are processed in accordance with established procedures. (Evaluating Planning)
II.d.	SA	Assess the effectiveness of student support services using, for instance, the Council for Assessment of Standard materials and evaluation packets. (Outcomes Assessment)
II.e.	HR	Establish a mentor program to assist new staff to adjust to the College's policies and procedures as well as to Williamsport and surrounding community. (Equity & Diversity)
II.f.	COUNCIL	To develop an institutional information resource strategy to incorporate holdings outside the library proper. Such an initiative needs to be considered before or concurrent with the library automation process. (Library/Instructional Resources)
II.g.	SA	Broaden and vary opportunities for part-time and older students to become involved in student and College activities. For example, by targeting events that the entire family can participate in (i.e., dinners, picnics, movies, game days), nontraditional students can associate with peers who share the same problems and concerns. (Equity & Diversity)
II.i.	LRP	Investigate the resource needs of the Institutional Research Office to facilitate the collection and processing of the internal and external data that is required for making informed decisions that affect the development of Long Range Goals and Objectives. (Evaluating Planning)
II.j.	ASI	Academic Affairs will explore and implement strategies for integrating global perspectives and individual and cultural differences across the curriculum in certificate and associate degree programs. (Equity & Diversity)
II.k.	ASI	Conduct in-service training for faculty and staff responsible for credit by exam and credit for life experience so implementation is more uniform and consistent. (Outcomes Assessment)
II.l.	ASI	Examine and revise the role, structure, and composition of Program and Curricular Advisory Committees. (Evaluating Planning)
II.m.	HR	Investigate and design an "employment package" for regular part-time faculty, (Teaching-Learning)

II.n.	SA	Create a programming board under student services with representative members to (a) evaluate the use of programs; (b) work toward programming for diverse student body; (c) extend programming to support academically-focused extra-curricular activities; (d) initiate mechanisms for evaluating programs; (e) extend activities scheduling to serve residential population; and (f) serve students at all campus locations. (Teaching-Learning)

Visiting Team Recommendations

II.	Employ a full time qualified librarian and necessary support staff at the North Campus.
II.	Increase holdings necessary to support the programs offered at the North Campus so they are not dependent on the main library.
II.	Consideration should be given to enhancing coordination of the Media Center, Instructional Technology, and the Library.
II.	The college, in view of its expanding statewide mission, should give consideration to developing distance learning capabilities.
II.	The college should expand its constructive interest in developing a broadly based culturally diverse student and staff profile that is more representative of its broader state-wide mission.
II.	As the planning process continues to develop, the college should assure that fund raising priorities for the Foundation and Development Office continue to relate closely to the goals and initiatives that are identified.
II.	The college should continue its efforts to involve alumni as advocates and supporters of the college; this concept has increasing potential as the college moves toward the awarding of baccalaureate degrees.

PART II

GOAL AREA: INSTRUCTION

To provide a program of general academic instruction and occupational instruction which sets and maintains high standards of performance, is accessible in terms of time, cost, and location, encourages students and staff to explore new ideas and ways of thinking, instills an appreciation for learning as a lifelong activity, and establishes immediate and long-term student success as the measurement of program validity; within this framework, to design and deliver instructional services which emphasize:

- o Assessing the academic, occupational, avocational, social, and cultural needs and interests of each student or client
- o Developing and applying the process of inquiry, research, problem definition, analysis, critical thinking, and problem solving
- o Exploring and using different approaches and innovation in instructional delivery
- o Respecting the ideas, interests and concerns, contributions of other individuals, and their rights and dignity
- o Providing all students with a sound working knowledge of communications, mathematics, social, and cultural skills sufficient to succeed in their studies and prepare them to live effectively in society.

Goal

I-1 Standards for Credentials

Establish and apply clear, consistent standards for each of the academic credentials offered by the institution. These standards should include:

- o Differentiation between baccalaureate degree, associate degree, certificate, and competency credential (or other short-term credential).
- o Determination of the extent coursework taken in one credential (certificate for example) can be applied to another credential (degree)
- o Defined core requirements to be applied to all programs within a particular credential.

Tasks

JM - I.1.1 The College will complete development of core competencies for associate degree and integrate these core competencies into a comprehensive definition of the degrees including guidelines for Curriculum Committee review and approval of degree proposals.

Status Report 1992

Initial competency credentials in the Industrial Technologies Division were designed and approved in welding specialties and in mold and die development. The welding competency articulated into the welding certificate, associate and bachelor degrees for those who wish to continue on.

Bachelor degree core requirements became reality for the three divisions which developed four-year degrees: Construction and Design Technologies (Construction Management), Health Sciences (Dental Hygiene) and Industrial Technologies (Welding Engineering Technology, Manufacturing Engineering Technology, and Plastics & Polymer Engineering Technology).

Support courses were developed to support bachelor degree core areas: Science, Technology and Society; Diversity; Writing-Enriched; Senior Capstone. Plans were being finalized in April and May for faculty training sessions to support Writing-Enriched course instruction.

JM - I.1.2 The College will develop appropriate placement procedures, competency assessment, and alternatives for developing outcomes which are needed to attain core competencies.

Status Report 1992

A new version of the mathematics placement test was adopted. Initial cut-off scores were determined and implemented. Further research and improvements will be accomplished during 1992-93.

The establishment of an Office of Outcomes Assessment in fall 1992 provides a foundation for future development and analysis of competency assessment.

Discussion and development continued throughout 1991/92 on the keyboarding competency. A revised proposal was due to the Dean of Instruction by May 1992 for efficient and appropriate implementation of keyboarding competencies across associate of applied arts degrees.

JM - I.1.3 Based on degree definition, the College will develop definition of certificate, competency credential, or other appropriate credential for nontraditional students.

Status Report 1992

In cooperation with Penn State University - New Kensington Campus, Penn College is developing an articulated "ladder" curriculum for employees of a major steel manufacturer in the Pittsburgh area. The initiative provides initial entry-level courses which provide entering workers with foundation skills in industrial maintenance. The two institutions and the company have committed to summer 1992 development of a short-term competency credential, a one-year certificate and an associate degree in the area of Industrial Maintenance. In a parallel effort, Penn State Continuing Education and Penn College staff worked throughout 1991/92 to strengthen coordination between the two institutions to open opportunities for non-traditional students to link instructional services of the two institutions.

The initial bachelor of science degrees also offer new opportunities for non-traditional students, many of whom are employed graduates of Penn College seeking advanced study. In particular, the Dental Hygiene bachelor degree has targeted opening opportunities for hygienists as part-time students.

Partly through the Penn College Tech Prep Consortium funded by Federal Carl Perkins Vocational Education funding, the College provided space for and worked on articulation with a Pennsylvania Youth Apprenticeship Education program for secondary students. This cooperative venture provided an alternative application-focused education for high school students and provides linkage with post-secondary study.

JM - I.1.4 The College will develop the requirements for baccalaureate degrees. The College will complete development of core competencies for baccalaureate degrees and integrate these core competencies into a comprehensive definition of the degrees including guidelines for Curriculum Committee review and approval of degree proposals.

Status Report 1992

Baccalaureate degree requirements were formally approved and implemented in the first five four-year degrees which were approved during 1991/92. These included Construction Management, Dental Hygiene, Manufacturing Engineering Technology, Plastics and Polymer Engineering Technology, and Welding Engineering Technology. Refinement of criteria and strategies for supporting core elements continue, with review and approval as needed through Academic Standards and Issues.

Goal

I-2 Curriculum Portfolio

Regularly evaluate and modify as needed the College's overall curriculum portfolio to insure that the number of instructional programs can be effectively managed, that the program offerings are up-to-date and responsive to identified statewide needs, and that the program offerings demonstrate academic quality and overall fiscal soundness.

Tasks

JM - I.2.1 The College will complement its instructional degree programs with strengthened credit and non-credit courses, seminars, workshops, and personal development initiatives.

Status Report 1992

Non-credit instruction continued to be focused through the Technology Transfer Center (TTC). Considerable growth in enrollment and services were noted during 1991/92. From July/December, 1990, to July/December, 1991, the number of enrollees increased from 250 to 548 (120%) and the number of courses offered from

32 to 68 (113%) compared to the same time period in the previous year. TTC partnerships with business and industry continued to grow. In addition to established IBM Computer Integrated Manufacturing in Higher Education (CIMHE) activity, the College was active as an authorized training center for IBM AS/400 Education, Microsoft, Novell, SmartCAM, and AutoCAD.

JM - I.2.2 The College will provide quality instructional occupational and technical courses and programs which provide students with employment opportunities, job upgrading, and enhanced personal opportunities.

Status Report 1992

Program quality was assessed through external accreditation reviews of the following:

Radiography - report from April 1991 visit granted accredited status for five years and approved expansion of program enrollment.

Food and Hospitality/Culinary Arts - visit by American Culinary Federation March 10-12, 1992. Report due June, 1992.

The Program Review process was completed in Spring 1992 for the following:

Electrical Occupations
Electrical Technology
Forest Technology
Forestry
Wood Products
Interior Plantscape/Floral Design
Landscape/Nursery Management
Early Childhood Education
Human Services
Occupational Therapy Assistant
Welding
Welding Technology

During 1991/92, the following program portfolio modifications and additions were completed:

NEW PROGRAMS:

Construction Management (BCM) - Baccalaureate Degree
Heavy Construction Equipment Technology (HA) - AAS
Dental Hygiene (BDH) - Baccalaureate
Quality Assurance (QA) - AAS
Manufacturing Engineering Technology (BAF) - Baccalaureate
Plastics and Polymer Engineering Technology (BPS) - Baccalaureate
Welding/Materials Fabrication and Joining Engineering Technology (BWE) - Baccalaureate

REVISED PROGRAMS:

Plastics and Polymer Technology (PS) - AAS
Urban Forestry (UF) - AAS - formerly Arboriculture
Heavy Construction Equipment Technician (HC) - Certificate - formerly Service and Operation of Heavy Construction Equipment
Office Information Systems (OS) - AAS - formerly Word Processing
Auto Body Technician (AB) - Certificate
Auto Body Technology (AY) - AAS
Heating, Ventilation and Air Conditioning Technology (HV) - AAS
Plumbing Technology (PH) - Certificate
Mass Communications (MC) - AAS
Graphic Communication (GC) - AAS
Practical Nursing (PN) - Certificate
Individual Studies (IS) - AAS

NEW COURSES:

PED 111 - Cardio-pulmonary Resuscitation (CPR)
PED 180 - Circuit Training
PED 192 - Walking and Physical Fitness
PED 205 - Coping with Stress
ENL 122 - Organizational Communication
MTT 250 - Introduction to Dies and Molds
MTT 255 - Die & Mold Maintenance

MTT 260 - Advanced Die Making
MTT 265 - Advanced Mold Making
MTT 270 - Project Management in Die & Mold Making
WEL 117 - Shop Safety and Operation
WEL 130 - Plastic Welding
WEL 135 - Pipe Welding
WEL 140 - General Welding
HIS 262 - Technology and society
SCI 113 - Evolution, Genetics, and Development
SCI 260 - Biology and Modern Society
RES 232 - Appraisal of Residential Property
RES 234 - Appraisal of Income Producing Property
RES 240 - Real Estate Investment
RES 252 - Non-Residential Property Management
RES 254 - Residential Property Management
RES 260 - Real Estate Sales
RES 270 - Real Estate Brokerage and Office Management
PHS 203 - Physics III
PHS 204 - General Physics III
SCI 175 - Issues in Nuclear Energy

REVISED COURSES:

NUR 115 - Nursing I - Foundations
PPT 110 - Plastics and Elastomers
PPT 120 - Polymer Processing Survey
PHS 201 - General Physics I
PHS 202 - General Physics II
RES 110 - Real Estate Fundamentals
RES 130 - Real Estate Practice
RES 210 - Real Estate Law
RES 220 - Real Estate Finance
RES 230 - Real Estate Appraisal

JM - I.2.3 The College will provide quality instructional courses and programs which provide students with content, skills, and learning strategies to succeed in continuing academic study and lifelong learning.

Status Report 1992

The College continues to provide developmental instruction for students in need. Support services through a range of Student Service programs assist students in meeting their goals. In addition, the Library's bibliographic instruction activities help students develop the library skills needed for academic success.

The number of session increased from 152 to 168 compared to the same period in the previous year. A task group of Academic Standards and Issues developed preliminary recommendations on library application skills. An additional task group has outlined preliminary recommendations for a process to improve students' orientation to the College environment.

JM - I.2.4 The College will design and implement clear linkage between instruction in one class and instruction in related classes so that core competency skills are maximized and that students maximize their competence in content or career areas.

Status Report 1992

Focused attention was given to course continuity between Main Campus and North Campus. Strengthened communication opportunities are outlined for future dialogue.

Anatomy and Physiology courses have had labs and lectures linked by the instructor to facilitate the student learning process. Dialogue between Health Sciences faculty and Science faculty has enhanced reinforcement of specified course competencies, especially in Chemistry for Health Sciences and Anatomy and Physiology.

JM - I.2.5 The College will investigate strategies for expanding the international dimensions of the curriculum.

Status Report 1992

During summer 1991, four faculty participated in overseas educational study partially supported by the College. Phil Landers and Roberta Slater studied the role of Central Europe in International Business with the University of South Carolina. Billie Coffman studied early childhood education systems in Great Britain, and Lynn Hanson studied Myth and Ritual in the Theatre in England. Robert Johnston studied the Arabic culture and language at Middlebury, Vermont.

The Penn College Foundation is supporting a summer 1992 Mexico Study Trip of the pre-Cuahtemoc Indian culture for approximately ten College staff. This study program will center in Mexico City and visit Indian power places such as Teotihuacan and Tula.

Requirements for a cultural diversity course were included for new bachelor degrees. This requirement will strengthen enrollment in existing international courses and facilitate development of new courses which will be available for both two-year and four-year degree students.

During the fall of 1991, the College hosted visiting educators from Saudi Arabia who were visiting exemplary United States technical education sites.

During 1992/92, The College was contacted by a representative of the Association for Manufacturing Technology (AMT), which proposed using Penn College as a model school for a program to provide technical education using American advanced manufacturing equipment for students in Thailand. AMT is working with the United States State Department and US AID to facilitate this venture. The College anticipates a visit from a Thailand delegation of educational and industry representatives in June, 1992.

JM - I.2.6 The College will continue to revise its offerings in secondary programs in response to external and internal needs and constraints.

Status Report 1992

During 1991/92 the College offered Secondary programs in Health Occupations, Cosmetology, Drafting, Machine Shop, Welding, Small Engines, Auto Mechanics, Auto Body, and Carpentry, as well as providing space for the secondary Youth Apprenticeship Training Program. 1992/93 Secondary programming is expected to contract further with programming continuing in Welding, Machine Shope, Small Engines.

College involvement in secondary education shifted somewhat from direct instruction to facilitating 2+2 Tech Prep planning through the Penn College Tech Prep Consortium, which was linked to almost half the school districts in the State. This initiative assists secondary schools as they strengthen academic education, career exploration and foundation building which facilitates ultimate entry into and success in a postsecondary associate degree program.

Goal

I-4 Outcomes Assessment
Design and implement an outcomes-oriented measurement of student and client success in meeting their identified educational objectives as a means of assessing institutional success.

Task

JM - I.4.1 The College will establish systems for evaluating students' and clients' attainment of instructional objectives.

Status Report 1992

During fall 1991, the President approved modifying the duties of the current Director of Developmental Studies to institute a new position of Director of Outcomes Assessment and Developmental Education. This modification created focused administrative responsibility for strengthened systematic Outcomes Assessment at the College. During spring 1992, a mixed-constituency planning group developed a preliminary plan for outcomes assessment goals and activity. This plan will form the core of 1992/93 objectives for this initiative. In addition to the planning group, an Outcomes Assessment Interest Group was formed to facilitate development and interchange among faculty exploring outcomes assessment activity.

In addition to this new initiative, Program Review continues to analyze results of student performance across full programs.

JM - I.4.2 The College will assess students' attainment of core competency skills which will enable them to implement systematic problem solving strategies and be prepared to maintain learning as a lifelong pursuit.

Status Report 1992

In relation to the above Outcomes Assessment, several Outcomes Assessment staff development sessions were offered during 1991/92 to assist faculty in evaluation of student outcomes.

The Fall EDU-299 Educational Theory and Practice course provided as staff development for faculty also explored means of developing and assessing student problem solving activity.

In addition, the Senior Capstone requirement in bachelor degrees specifically highlights practical problem-solving activity.

Goals

I-5 Foundation Skills

Ensure that students have sufficient foundation skills in communication, computation, problem solving, and critical thinking to benefit from instructional experiences and to apply effectively their learning beyond the College.

Tasks

WM - I.5.1 The College will assess students' entering academic skills and provide instructional and personal support services to enable students to attain their educational objectives.

Status Report 1992

The test/advise/schedule process continues to be the major vehicle for student assessment. As part of the planning for the new Campus Center, Computer-assisted Student Assessment will be available for selected student groups when the Center opens in 1993. During the past academic year, the placement tests for mathematics were updated to the newest version. Special placement testing days for learning disability students include an orientation for students and parents and were scheduled for spring as well as summer weekends. Automated scheduling for new as well as returning students has been incorporated into all possible areas, and the system is designed so that, as modifications are made to the remaining curricular areas, the students will be able to take advantage of this system. Recommendations concerning the test environment from the Developmental Studies Task Force have been incorporated into the testing room at the new Campus Center. Personal support services focusing on student achievement remain as they have been in the past. A Presidential Task Force is addressing the under-preparedness of students; the appropriate College response is currently in deliberation.

JM - I.5.2
MS Rec. I.k.

The College will assess the success of students who enter with academic weaknesses.

This new task statement, I.5.2 was proposed and unanimously approved by College College. It was created in response to Middle States Recommendation I.k.

Status Report 1992

New task activity to begin in 1992 - 1993.

Goal

I-6

Lifelong Learning

Provide educational programming which supports learning as a lifelong activity and helps a broad range of citizens, agencies, and businesses respond to a changing world.

Tasks

JM - I.6.1

The College will assess on a division-by-division basis the comprehensiveness of its instructional programming in terms of its support for lifelong education. This includes assessing the extent to which content instruction is integrated horizontally with other existing learning opportunities (professional organizations, libraries, on-the-job learning, etc.) and integrated vertically through articulation with prior related educational training and other advanced training which may follow sequentially after specific components offered by the College.

Status Report 1992

***By vote of the Long Range Planning Committee and College Council, Task I.6.1 was removed from the list of active tasks and requires routine maintenance.**

JM - I.6.2 The College will modify programs and services for a wide variety of ages and needs to strengthen its role as a deliverer of and catalyst for lifelong learning.

Status Report 1992

***By vote of the Long Range Planning Committee and College Council, Task I.6.2 was removed from the list of active tasks and requires routine maintenance.**

Goal

I-7 Instructional Delivery and Management
Provide quality instruction for students through systematic instructional planning, effective instructional delivery, and responsible instructional management which maximizes students' attainment of their educational goals.

Tasks

JM - I.7.1 The College will design and implement quality instructional strategies which develop students' mastery of core competency skills recommended by the Academic Standards and Issues Committee and endorsed through governance procedures.

Status Report 1992

A sub-committee of the Academic Standards and Issues Committee investigated strategies for strengthening information literacy/library competencies. While the proposal from the sub-group continues under review, it targets specific instructional and support services to assist students in developing and applying library skills across the curriculum.

Implementation of the College's initial bachelor degrees has generated new courses to support bachelor degree core requirements. Expanded options for courses in cultural diversity, writing enriched courses and science, technology and society have been developed. While these courses were primarily developed to meet bachelor degree requirements, in many cases they will also be meaningful courses for students in two-year programs.

JM - I.7.2 The College will support development and implementation of instructional delivery innovations which:

- o Increase response to varied learning styles
- o Broaden time schedule and location access to instruction
- o Increase student mastery of targeted competencies.

Status Report 1992

The Title III Instructional Technology Grant continued as a major asset in developing College innovations to respond to learning styles, time and location access, and competency achievement. Hardware and software have been provided to faculty innovators who are supported by project staff in designing and incorporating individualized instructional technology strategies linked with targeted learning outcomes. Orientation training workshops continue for staff to insure that all faculty have foundation knowledge of the strategies and benefits from instructional design and instructional technology. Current and previously funded faculty innovators have also become strong advocates and resources within their individual divisions. Other faculty have adopted materials and strategies to broaden the impact of the project beyond those directly involved and funded.

Tech Prep funding has also supported the College in curriculum design and analysis of instructional materials which respond to varied learner needs and support competency referenced instruction. Importantly, the Tech Prep initiatives assist the College in linking such development with "feeder" secondary schools to strengthen the quality and articulation needed to benefit students.

JM - I.7.3 The College will support student success through designing and implementing instructional management activities in the classroom such as attendance monitoring, regular evaluation and constructive feedback to students on their progress, and instructional modifications in response to students' need within the limits of the legal requirements and institutional feasibility.

Status Report 1992

Regular academic procedures provide for early warning, individual faculty contact with students and probationary processes. The Outcomes Assessment initiative provides an important foundation for more analytical approaches to classroom-based outcomes analysis.

Goal

I-8 Non-credit Programming

Offer non-credit avocational, continuing professional education, and certification experiences which relate to regular credit programming and which can be offered on a cost recovery basis.

Tasks

JM - I.8.1 The College will expand programming for special interest groups including seminars, workshops, and short courses.

Status Report 1992

***By vote of the Long Range Planning Committee and College Council, Task I.8.1 was removed from the list of active tasks as completed.**

Goal

I-9 Business and Industry Training

Provide for the training needs of businesses and industries on a customized basis.

Tasks

JM - I.9.1 The College will establish criteria for evaluating customized training requests.

Status Report 1992

***By vote of the Long Range Planning Committee and College Council, Task I.9.1 was removed from the list of active tasks and requires routine maintenance.**

JM - I.9.2 Prior to making the commitment, the College will identify human and financial resources necessary for providing customized training.

Status Report 1992

***By vote of the Long Range Planning Committee and College Council, Task I.9.2 was removed from the list of active tasks and requires routine maintenance.**

JM - I.9.3 The College will facilitate technology transfer.

Status Report 1992

***By vote of the Long Range Planning Committee and College Council, Task I.9.3 was removed from the list of active tasks and requires routine maintenance.**

GOAL AREA: STUDENT SUPPORT

To develop an atmosphere in which all students are encouraged to identify personal goals and define a plan for achieving them through an active commitment to learning, a strong sense of self-direction, self-confidence, self-worth, and respect for others. To provide a program of student support to accomplish a smooth progression through the recruitment, admission, career definition, financial planning, social and cultural development, and job entry processes for each student.

Goal

SS-1 Student Recruitment

Determine appropriate program by program enrollment goals and implement recruitment strategies that effectively market the College to potential students and allow program enrollment projections to be met each semester.

Tasks

WM - SS.1.3
MS REC I.w. The College will develop strategies on a programmatic basis for attracting nontraditional students.

Status Report 1992

The Career Services programs operate to attract nontraditional students to campus. These include Project Choice for under-employed or career-changing individuals, ASSET program for individuals with handicapping conditions, New Choices for persons in programs nontraditional to their gender, and New Horizons for Single Parent and Displaced Homemakers. The College was able to offer more Project Choice sessions through the addition of a part-time staff person. Through the office of Technical Liaison Assistant, programs were held with community agencies which frequently interface with prospective nontraditional students in order to promote the institution as resource for these persons. In addition, the College has participated in similar activities with the local Job Center.

JM - SS.1.3
MS REC I.w.

The College will develop strategies on a programmatic basis for attracting nontraditional students.

Status Report 1992

The College's first approved Competency Credentials (Welding specialities, Die Making, Mold Making) provide a shorter-term option to two-year programs. Additionally, the College is developing with Penn State University - New Kensington Campus a "ladder" curriculum in Industrial Maintenance initially targeted to a Pittsburgh-area steel manufacturer but also eventually appropriate for many other industries. Other off-campus initiatives are under review.

WM - SS.1.4

The College will define and enhance the role of all staff in the recruitment retention process.

Status Report 1992

The College's Marketing Plan was revised and updated during the past academic year. A number of expanded activities for the Admissions Office, initiatives in the City of Philadelphia, specialized on-campus programs, new approaches to campus tours, and several new media pieces were among the strategies implemented during the past academic year.

To support the College's Marketing Plan, the Admissions Office developed a Recruitment Plan. The Plan documents the College's recruitment activities, establishes a timetable for recruitment, specifies goals and plans for 1991-92, and gives an analysis of last year's activities. The Plan has provided the impetuous for developing new strategies as well as a means of communicating to the College faculty and staff. The Plan will be revised and updated for the next academic year.

To meet the demands of admissions and better utilize the staff, two major computer systems were developed this year. The first system was a comprehensive and integrated automated transfer evaluation system. The evaluation system uses an established database that includes a historical record of courses taken at other colleges and universities and integrates the courses with Penn College courses as well as the graduation degree audit

system. This system has greatly improved the response time and consistency in evaluations. There are plans to expand the system to be used as part of our advising services. The second initiative was in developing a comprehensive evaluation system to be used in evaluating Health Science applicants for acceptance. The system has provided a great relief and assistance in determining candidates for acceptance for the various Health Science programs.

Goal

SS-2 Student Retention
Expand retention practices that enhance student opportunities for academic success.

Tasks

WM - SS.2.1 The College will implement the graduation audit system to facilitate student record operations and expand available information.

Status Report 1992

***By vote of the Long Range Planning Committee and College Council, Task SS.2.1 was removed from the list of active task and requires routine maintenance.**

WM - SS.2.2 The College will expand the use of academic alerts and concomitant intervention strategies to enhance student opportunity for academic success.

Status Report 1992

***By vote of the Long Range Planning Committee and College Council, Task SS.2.2 was removed from the list of active tasks and requires routine maintenance.**

WM - SS.2.3 The College will expand the academic support programs for selected student groups.

Status Report 1992

All activities reported in 1991 continued to operate at approximately the same levels. These include the Act 101 Program, Project Success, the Tutoring Center with academic tutoring, technical tutoring, and computer assistance available. In addition, Project Success benefited from the addition of a half-time specialist who increased the number of sections offered during the year. The College also began to experiment with supplemental instruction which combines study skills and counseling focusing upon a specific course. In addition, a grant-funded program, the Nursing Educational Opportunity Program was initiated to assist in the retention in the Nursing Program.

WM - SS.2.4 The College will provide support for special needs populations in the student body.

Status Report 1992

The following grant-funded programs provided special support for students in the special needs category.

Perkins, Single Parents,	$	66,797
Perkins, Disadvantaged		283,868
Perkins, Sex Equity		62,460
Act 101		124,000
Vets Education Outreach (VEOP)		2,472
North Campus Single Parents:		
Bradford County (1st. year)		54,410
Tioga County		79,616
Nursing Education Opportunity Program (NEOP)		122,545
Total grant-funded programs	$	796,168

JM - SS.2.5 The College will assess and revise as needed developmental coursework required of a student before attempting regular courses.

Status Report 1992

MTH 503 and 504 have been added as a lecture alternative to MTH 002. Outcomes Assessment issues for 1992-93 will assess developmental coursework from a research database.

WM - SS.2.6 The College will examine the need for expanded services to students with learning disabilities.

Status Report 1992

The College employed a Learning Disability Specialist during the previous academic year. During the past academic year, that program has substantially expanded services for this group of students. An intake process was designed and supplemented with special testing and advising session held during the summer for both the students and the parents. At these orientation sessions, the services of the College were explained, and special introductory sessions with learning disability professionals were held as a part of fall orientation and during the first week of classes. These assisted the students in the acclamation to college life. The College also purchased a Kurzweil Reader, a device which prepares an audio tape from a written page of documentation, thus enhancing studies by students with reading problems.

JM - SS.2.7 The College will respond to the Developmental Studies Task Force Report(s) through continuing work/research in identified areas of concern, analyzing the data and taking appropriate actions based on the research.

This new task statement, SS.2.7, was proposed and unanimously approved by College Council.

Status Report 1992

Most Task Force recommendations have been completed; for example, the recommendation to publish a new placement testing brochure, to clarify the retesting criteria, to re-examine preferred order of developmental courses, the elimination of "D's" in developmental courses. Other recommendations are still in progress; for example, researching placement test cut-off scores in math, reading and English, and hiring of an additional full-time reading faculty member. Additional research needs to be accomplished through new Outcomes Assessment initiatives; for example, the appropriateness of MTH 120 and 122 as a substitute for MTH 002. An important recommendation, more appropriate placement testing site, cannot be implemented until the Campus Center is complete.

Goal

SS-3 Part-time Nontraditional Students
Expand educational opportunities and appropriate support services for non-traditional students.

Tasks

WM - SS.3.1 The College will seek to expand the special population outreach career service programs.

Status Report 1992

The special populations program referenced in SS 2.4 provide an enhanced level of funding for students with disadvantaging characteristics. In the case of Career Service programs, New Horizons operated at both main campus and North Campus in order to serve displaced homemakers, pregnant teenagers, and single parent. Career Exploration in Nontraditional Occupations (renamed New Choices) provides career assistance to students with goal to enter programs nontraditional to their gender. The ASSET program provided services for persons with handicapping conditions, Project Choice continues to provide services to unemployed and under-employed individuals, while Project Place provides adjustment to college activities for similar individuals.

In addition, the Act 101 program holds special career and college orientation and expanded offerings for a variety of special populations were incorporated in the College's Orientation Program.

WM - SS.3.2 The College will investigate the feasibility of dependent child care services for students and staff as an accommodation for present and potential student populations.

Status Report 1992

Child Care is currently incorporated into the plans for the Campus Center; a total of approximately 6,000 square feet are planned. The operational guidelines for this program are currently being developed.

Goal

SS-4 Matriculation
Expand intake services to insure that students matriculate in an expeditious fashion and are prepared to successfully undertake their choice of College studies.

Tasks

WM - SS.4.1 The College will evaluate and revise as needed the test, advise, and schedule process.

Status Report 1992

During the past year, the changes to the test/advise/schedule process have been minor. Most include procedural details designed to enhance the system through better student attendance rate, enhanced automated scheduling, better overall scheduling, and increased faculty participation. Of special note are the incorporation of the newest edition of math tests, the specialized sessions for disability students referenced in SS 2.6 above, and the finalization of plans for the new testing center in the Campus Center.

WM - SS.4.2 The College will expand housing services to students both before and during enrollment.

Status Report 1992

Housing services prior to enrollment were enhanced by offering mailing labels and listings at on-a-cost-recovery basis to landlords for contacting prospective student tenants. For the second year, a large housing presence was noted at Open House, and the Housing Office continues to be employed by parents and students in the housing search process. In an effort to better coordinate College and landlords services, selected staff members have begun to meet with landlords on a regular basis in order to discuss topics such as orientation, civic responsibility, and College discipline in the major housing complexes. Housing problems were highlighted during Orientation, and have been an ongoing issue for counseling services throughout the academic year.

WM - SS.4.3 The College will seek to expand the financial support mechanisms for students.

Status Report 1992

During the past academic year, the College's internal scholarship program has increased so that the following numbers and amounts will be available for next year.

Scholarship	Number	Total Available
Penn College Scholarship Program	60	$30,000
Wheel Inn	8	8,000
Society of Plastics Engineers	1	1,000
Robert and Bernadine Hamilton	2	800
Burger King	2	600
Estimated Total Available for 1992-93	73	$40,400

In addition, the 1991 Penn College Foundation Scholarship Program awarded 45 scholarships to students totaling $24,000. The NEOP Grant mentioned in SS.2.4 also provided financial support for Nursing students.

The College Work Study fund as well as Supplemental Education Opportunity Grant have greatly increased over the past academic year. As student costs continue to increase following the loss of sponsorship, this greater need has finally begun to be reflected in our allocations in these two areas.

JM - SS.4.4 The College will improve prematriculation assessment practices including articulation credit.

Status Report 1992

A revised and enhanced description of our placement tests was included in two brochures which were distributed to all new students taking these assessment tests.

JM - SS.4.5 The college will improve prematriculation opportunities for remediation of deficiencies.

Status Report 1992

Developmental Studies offered several computer programs, designed for individual use, to make it more convenient for students to review areas of deficiency before retesting on specific areas of the placement tests. Procedures have been clarified on tutoring and retesting, and students are being advised to remediate the summer prior to matriculation.

Goal

SS-5 Student Life
Enhance the campus social and cultural life for students.

Tasks

WM - SS.5.1 The College will improve mass communications between all campus segments.

Status Report 1992

The major mass communication initiative accomplished during the past year is the approval of a format under which a campus newspaper would be produced. This was approved by the President during the spring semester, and a task force has been established to make operational recommendations to the President in the near future.

Goal

SS-6 Services for Students
Ensure that services for students are delivered in an efficient and effective manner.

Tasks

WM - SS.6.2 The College will evaluate the possibility of obtaining local student addresses in an efficient and accessible manner to assist in individual student communication.

Status Report 1992

The College has completed a system whereby student local addresses are collected in a fashion consistent with Student Rights to Privacy under the Buckley Amendment. These local addresses are made available as a part of Student Information Display on College computers.

GOAL AREA: ACADEMIC SUPPORT

To maintain a system of academic support services of sufficient depth, breadth, and caliber to help achieve fully effective instructional services; within this support system, to include course and curriculum development and evaluation, academic personnel development (including faculty development), library services, academic computing, media services, academic administration, experiential learning, and other activities as appropriate.

Goal

AS-1 Program Development Process

Develop clear, consistent academic standards and written guidelines for development, revision, and deletion of curricula and courses.

Task

JM - AS.1.1 The College will develop a revised program approval process and guidelines for the Curriculum Committee based on identification of core competencies and definitions of institutional credentials.

Status Report 1992

During 1991/92, Academic Affairs revised the curriculum development process to increase efficiency and effectiveness. Responsibility for curriculum development administrative overview was shifted from the Associate Academic Dean to the Dean of Instruction, who is responsible for implementation of programming. Procedures to provide broader review of proposals at the concept stage were implemented to facilitate feedback before proposals are heavily detailed and more cumbersome to revise. This process also insures direct early feedback from across academic divisions and targets specified communication with Admissions, Student Records, and other areas responsible for assisting in implementing programs.

While implemented mid-year to facilitate 1991/92 curriculum development, these modifications will be detailed to Curriculum Committee and additional modifications incorporated to insure quality of the process.

JM - AS.1.2 The College will develop and implement mechanisms for supporting identified curricular and/or core competency initiatives through modified schedules for faculty to facilitate individual or joint projects; release time for development of curricula, courses and/or instructional materials; or stipends for special projects.

Status Report 1992

Faculty Upgrading/Retraining Loan Fund continues to support faculty in development projects not otherwise supported through divisional or institutional funds. In 1991/92 eleven individuals from five divisions completed projects supported by this fund.

The College continues to target funding for faculty release in grant proposals. Specifically, Title III and Tech Prep provide significant support for faculty release for development projects.

Curriculum development funding is available through the Associate Academic Dean. From May 1991 through April 1992, 25 projects were funded involving 14 individuals.

Goal

AS-2 Program Evaluation
Develop clear, consistent academic standards and procedures for regular planned evaluation of effectiveness, quality, and accessibility of instructional programs.

Task

JM - AS.2.1 The College will develop and implement a system for regular, planned evaluation of all College credential programs.

Status Report 1992

The formal Program Review system was continued during 1991/92 with the following programs being reviewed:

Electrical Occupations
Electrical Technology
Forest Technology
Forestry
Wood Products
Interior Plantscape/Floral Design
Landscape/Nursery Management
Early Childhood Education
Human Services
Occupational Therapy Assistant
Welding
Welding Technology

Goal

AS-3 Staff Development

Develop a staff evaluation and staff development system which supports quality instructional delivery, maintains staff currency in their areas of responsibility, and strengthens the College's ability to meet student educational objectives.

Tasks

JM - AS.3.1 The College will refine procedures for evaluating staff performance and for providing development support for enhancing staff effectiveness in meeting student objectives.

Status Report 1992

Evaluation of faculty continues for probationary faculty on a semesterly basis on for non-probationary faculty at least once every three years. Administrative/Professional/Technical and Classified/Service staff are evaluated through separate evaluation systems.

An expanded staff development program has been initiated under the leadership of the new Director of Staff Development. Through April 1992, 119 on-campus staff development activities have been sponsored. Total unduplicated headcount of 472 persons and individual registrations of 1,323.

Survival Skills have been attended by 293 people and the health promotion luncheons by 164.

Staff development activity partially funded through the Associate Academic Dean has helped support 102 external activities. In addition, numerous other staff development initiatives have been completed sponsored by individual cost center funding.

JM - AS.3.2 The College will establish mechanisms for faculty and staff to provide feedback to supervisors relative to faculty and staff perception of the supervisor's performance.

Status Report 1992

Academic Affairs implemented formalized supervisor evaluation in which subordinates evaluate Deans, Assistant Deans and Directors. The system was piloted in spring 1991 with results going to the individual supervisors only. During spring 1992 the evaluations are reviewed by the supervisor's supervisor as well as the individual and integrated into individual development as well as Academic Affairs-wide planning.

Goal

AS-4 Media and Computer Use in Instruction
Establish and implement a plan for media and computer applications in the full range of curricula and in the delivery of instruction.

Tasks

JM - AS.4.1 The College will assess on a program-by-program basis the immediate and long-term needs for media and computer support for the program and the program faculty to deliver services to meet student and client objectives.

Status Report 1992

The Institutional Computing Long Range Plan and revised organizational structure was implemented in 1991/92. A major benefit was to coordinate allocation of computer units, especially units being reassigned after purchase of replacements. The Vocational Education Equipment Grant was funded on a three-year basis and allowed for priority ranking of purchases and greater confidence in specific commitments. A regularly-updated equipment needs list is maintained which identifies priority needs for media and computer equipment on a division-by-division basis.

JM - AS.4.2 The College will develop and implement a plan for meeting identified media and computer support needs.

Status Report 1992

Addressed in AS.4.1 above.

JM - AS.4.3 The College will develop and implement a plan for maximizing the return on investment in terms of College-wide computer hardware, software, and human resources involved in delivery of computer instruction and media and computer support services.

Status Report 1992

Reorganization of Institutional Computing in 1991/92 increased efficiency in use of computer support staff. A centralized tracking system for hardware and support services requests was implemented in the second half of the year. Institutional Computing as well as Technology Transfer Center (TTC) initiatives have provided site licenses which increase the return on investment of software costs.

Goal

AS-5 General Academic Support Services
Provide appropriate support services through library and reference services, media, experiential learning opportunities, advising, and other activities which maximize student and client opportunity to meet their educational objectives.

Tasks

JM - AS.5.1 The College will identify and implement procedures which systematically catalogue and address staffing, fiscal, facility, and equipment needs necessary to provide quality services addressing student and client objectives.

Status Report 1992

The Institutional Computing Long Range Plan catalogs priority equipment, software and staff needs and assists in positioning such resources most effectively. 1991/92 is the first year in which academic divisions had Divisional Five-Year Plans as guidelines for action. In addition, Academic Affairs, in cooperation with the

Dean of Development, maintains a regularly reviewed list of equipment priorities which becomes a central referent point as the College develops grant priorities. Finally, the general budget development and budget review process, including President's Council review of College-wide budget requests, is a systematic process of refining priorities.

JM - AS.5.2 The College will design and implement activities which insure consistent quality instruction from class to class, instructor to instructor, and program to program.

Status Report 1992

Academic Affairs divisional department heads assist in providing supervision and support closer to the point-of-contact delivery of instruction. Additionally, Program Review groups related programs together to assist in review of common elements and to help insure equal support across programs.

MW - AS.5.3 The Pennsylvania College of Technology Foundation, Inc., will solicit and acquire appropriate instructional resources and equipment to enhance the quality of the College's educational programs.

Status Report 1992

The Penn College Foundation has received $816,392 in contributions during 1991, and has now achieved the $4.9 million mark in total acquisition of gifts and donations since our inception in 1981. Donations of equipment and supplies were valued at $628,369. The Foundation received approximately $187,268 in cash contributions during 1991.

GOAL AREA: INSTITUTIONAL SUPPORT

To provide an ongoing program of research, planning, and evaluation which serves as the foundation for formulating and assessing annual and long-term goals and objectives, which provides support for effective management decisions, and which results in the development of human, fiscal, and physical resources needed to deliver the institution's programs and services.

Goal

IS-1 Executive Management

Provide executive management systems which utilize strategic planning supported by valid and reliable research and evaluation data to formulate policy, make decisions, and implement actions through a well-designed organizational framework.

Tasks

JM - IS.1.2 The College will establish a process of review to determine that the annual plan of action for the institution does focus on student achievements and establish a process of assessment to determine that the College has followed the plan.

Status Report 1992

Review of Annual Institutional Objectives and LRP elements provides comprehensive input with full opportunity to define additional needed elements. Institution of Academic Affairs Division-level Five-Year Plans has assisted individual divisions in translating broader institutional goals into specific divisional and program-level activity. Similarly, Program Review draws direct attention to student achievement level analysis. Finally, development of the Outcomes Assessment initiative in fall 1991 provides additional attention and support for student outcome analysis.

RF - IS.1.3 The College will develop a structured, well-defined comprehensive system for data collection, analysis, distribution, and application.

Status Report 1992

The institutional computing plan was implemented July 1, 1991 to integrate initiatives in the academic and administrative areas and commence the three-year strategic plan.

Computer Systems and Information Services were established as as departments within Computer Services; including revision of job descriptions, reassignment and relocation of personnel, and cross-training of personnel.

Staff Development sessions were held to educate College employees as to the establishment of Computer Services and the institutional computing initiative as a whole.

A College Wide Information System (CWIS) is being developed for implementation in all areas of the College. This system concept will logically present information and update capabilities specific to users' needs in a way that allows us to work smarter.

RB - IS.1.4 The College will establish support and reward structures which nurture nontraditional programming and entrepreneurial initiatives.

Status Report 1992

The Title III Instructional Technology Project (initiated in 1990/91) provided ten additional opportunities for faculty and support staff to receive release time, staff development travel and allocation of computer workstations to support specialized instructional delivery/materials development projects.

During 1992, the College identified special initiatives and projects with associated guidelines and pay rates in the areas of

Curriculum and Professional Development. This listing was developed to support projects beyond normal faculty responsibilities and to ensure equity across the College. Additionally, the College's Technology Transfer Center provided unique supplemental opportunities for faculty to deliver specialized training and/or execute special projects for business and industry.

Twelve individualized Modified Work Assignments for faculty were mutually developed to provide release time and/or additional compensation for year-long special responsibilities and projects.

The College began development of a College-wide Savings Incentive Program to be implemented July 1, 1992. Both the group participation program and the individual participation component will reward employees for successfully implemented and proven cost-savings ideas.

JM - IS.1.6 Each academic division will produce a five-year plan that anticipates staffing, equipment, curriculum, staff/faculty development, and resource needs. These plans will be assessed annually.

Status Report 1992

Five-Year Divisional Plans were completed for 1991/92 and were used as reference guidelines for divisional activity. The individual plans will be reviewed and modified annually.

WM - IS.1.7 The College will develop a plan for long-term institutional growth from an enrollment, facility, and support services perspective.

Status Report 1992

The College prepared five-year enrollment projections and during the past year examined available space to determine what long-term growth potential might be. It was estimated that given an appropriate mix of program choice and class-time preference that the institution could handle approximately 5,000 FTE. The critical factor limiting growth at this time appears to be the availability of science facilities. As a part of the institutions 1992/93 renovation request, this issue will be addressed.

WM - IS.1.8
MS Rec. 11.c.

The College will ensure that all operating plans include statements linking goals/tasks to established Strategic Long Range Plan goals/tasks, and that all initiatives that do not support an existing Strategic Long Range Plan goal/task must be approved through the regular planning cycle.

This new task statement, IS.1.8, was proposed by the Long Range Planning Committee and approved by College Council. It was created in response to Middle State Recommendation 11.c.

Status Report 1992

New task: activity to begin in 1992 - 1993.

WM - IS.1.9
MS Rec. I.a.

The College will structure direct relationships among Long Range Planning, Outcomes Assessment, and institutional research to better assess the fulfillment of existing goals and to formulate new goals.

This new task statement, IS.1.9, was proposed by the Long Range Planning Committee and approved by College Council. It was created in response to Middle States Recommendation I.a.

Status Report 1992

New task: activity to begin in 1992 - 1993.

Goal

IS-2

Budget and Finance

Provide fiscal resources required to deliver approved programs and services within the framework of balanced budgets, adequate fiscal reserves, and sound financial planning.

Tasks

RF - IS.2.1 The College Board of Trustees and Administration will work with the Commonwealth and Penn State University to implement new affiliate status.

Status Report 1992

This task has been completed.

RF - IS.2.2 The College will expand its multiple year enrollment projection process and budgeting process to a regular three-year process, including institutional assumptions and budget criteria based on variable conditions.

Status Report 1992

This task has been completed by incorporating into the budget process the five-year credit hour enrollment projections developed by Academic Affairs and Student Services. Those projections are used by cost center managers to project instructional costs, and by Administrative Services to project revenue from student tuition and fees.

Budget projection models incorporating multiple assumptions and conditions for three to five years have proven to be too large for existing microcomputers to accommodate, so models are being developed for use on the AS400.

MW - IS.2.3 The Pennsylvania College of Technology Foundation, Inc., will coordinate special events such as the Endowment Fund Campaign, the Golf Classic Tournament, and the Sports and Recreation Festival to strengthen the monetary resources and to create goodwill within the community.

Always a highlight of our fund-raising year, the Golf Classic has helped us raise over $245,000 in gross income to support the Foundation's Scholarship Aid Program. During the 1992 Spring Golf Classic, the Foundation acquired its largest net income of approximately $27,000. Toyota Motor Sales, U.S.A., Inc., became a major contributor to this year's event by providing the featured golf pro, Mark O'Meara, free-of-charge (a $25,000 savings for the Foundation); and a Toyota Celica was offered for any sponsor who made a hole-in-one. The Foundation acquired $8,150 for the Endowment Fund. A new event, the Sports and Recreation Festival, was also coordinated and held during the 1991/1992 academic year. The festival along with the evening reception/banquet/ auction netted $4,300 for the Foundation. The Foundation's Board of Directors commissioned an original painting from the nationally acclaimed landscape artist, David Armstrong. A limited edition of prints reproduced from the painting, "Morgan Valley Springhouse", were sold as an artist print series fund-raiser. The 25 color remarques and the 38 artist proofs sold out two weeks after they were presented for sale to the public. The Foundation has sold 594 prints, and has secured over $54,000 for the Unrestricted Fund.

Goal

IS-3 Human Resources

Encourage and support (conceptually, financially) the contribution of each individual to their fullest potential by establishing clear and effective policies defining equitable hiring, promotion, benefits, professional development, and salary systems and promoting high standards of conduct and performance in an environment of genuine respect for each individual.

Tasks

MW - IS.3.2 The College will conduct market surveys and evaluate results for Classified and Service positions.

Status Report 1992

The 1991-92 school year was an off-year for surveying; however the results of the 1990/91 year were incorporated in classified-service employee salaries in 1991/92.

MW - IS.3.3 The College will complete the update of all Administrative, Professional, and Technical positions and assess them using revised Administrative, Professional, and Technical assessment criteria.

Status Report 1992

New assessment criteria were adopted in late 1988; all APT positions have now been evaluated and tentatively placed within a new classification matrix. The new system is to be recommended to the President by July 1, 1992.

MW - IS.3.4 The College will examine alternatives and enhancements to the College's current benefits package as a strategy for recruiting and retaining competent staff.

Status Report 1992

TIAA/CREF retirement options have been further liberalized to permit yet more employee flexibility and investment options. A new CREF Vehicle, an international fund, will be offered beginning in the summer of 1992. Revised provisions for TIAA/CREF retirement plans permit certain short-term employees to "cash-out" their entire account upon departure from employment. A presidential task force was designated and charged with inquiring into an array of alternatives to the present package of employee benefits, including "cafeteria plans". A prescription drug discount plan was initiated in spring of 1992.

RB - IS.3.5 The College will evaluate and develop appropriate recommended procedures for managing alternate faculty teaching calendar options which might strengthen opportunity for faculty training and continued education. Alternatives may include summer and/or overloads in one semester to build release time for pursuing staff development not possible during a full teaching schedule.

Status Report 1992

The process and procedures for developing/managing modified work assignments are complete and operational. A full range of modified faculty work assignments (including alternative teaching calendar options) are available through provisions of the 1991-96 faculty Agreement and have been increasingly implemented during the past two years. Twelve formal modified work assignments were mutually developed and in place during 1992. These modifications have been primarily focused upon split assignments or provision for non-teaching responsibilities on a release time basis. Release time via Title III and through regular scheduling considerations has enabled faculty to pursue a variety of ongoing staff development objectives.

JM - IS.3.6 The College will examine alternatives and develop recommendations for integrating part-time faculty into institutional and divisional planning, curriculum development, and student support services.

Status Report 1992

Orientation sessions are held each semester for new part-time faculty in the Integrated Studies Division and the Business and Computer Technologies Division. All College part-time faculty receive a copy of A Handbook for Adjunct and Part-time Faculty, by Donald Greive, and the College's Faculty Handbook, and are on the routing list for Adjunct Mentor. All staff development sessions are open to part-time faculty, who receive schedules and announcements of all sessions.

Part-time faculty will participate in planning for child care implementation, and have participated in curriculum development in specific areas.

North Campus part-time faculty participated in the search process for Associate Dean of North Campus and in planning for future needs of the North Campus.

MW - IS.3.7 The College will examine recommendations for recognizing length of service to the College of current and separating employees.

Status Report 1992

In May of 1992 the College hosted the second annual recognition reception for retiring employees. Gold pins featuring the College seal were presented the retirees.

JM - IS.3.8
MS REC. I.p. The College will implement a systematic program of leadership development for faculty and staff.

This new task statement, IS.3.8, was proposed by the Human Resources Committee and approved by College Council. It was created in response to Middle States Recommendation I.p.

Status Report 1992

An administrative planning team composed of the Vice President for Academic Affairs, Executive Assistant for Internal Affairs, Associate Academic Dean, Assistant Dean of Natural Resource Management/Transportation Technology and Director of Staff Development have reviewed internal needs and available for-fee services in leadership development. A preliminary plan has been drafted and will be reviewed by broader constituencies and President's Council prior to July 1, 1992.

Goal

IS-4 Physical Plant

Create and maintain an attractive, functionally efficient physical plant and campus setting which effectively supports the programs and services of the College by enhancing the learning environment.

WT - IS.4.1 The College will monitor physical plant operations to insure preservation of the present environment and will review renovations prior to implementation to insure changes consistent with programmatic needs.

Status Report 1992

The College routinely monitors plant operations through an active work order system. The work order system is used to schedule both preventive and corrective maintenance requirements at all campuses.

To enhance this process, General Services, with the cooperation of the Computer Services Department, has implemented a computerized work order process where requests are entered by individual departments into a computer database, which generates work orders for the General Services Department. This has provided improved control, will assist with record keeping, and reduce paperwork.

To ensure that changes and renovations are consistent with programmatic requirements, all requests for renovations are reviewed with the appropriate Division Director/staff prior to engaging in a project.

The Vice President for Academic Affairs Office continues to work consistently with Division Directors to identify facility modification needs linked to existing facility conditions and to programming initiatives. As needs are identified, priorities are defined, with projects which have impact on delivery of instruction receiving initial affirmation, detailed needs are defined (using educational specifications for major projects).

The Dean of Institutional Advancement coordinates major and minor renovations projects with General Services to develop project priorities and schedules for implementation. This process has resulted in the determination of several renovations projects that will be accommodated during the 1991-92 year as time and funding allow.

WT - IS.4.2 The College will monitor facilities' needs and advise the divisions of feasibility of renovations resulting from program changes. This will include, but not be limited to, costs and other facility requirements to determine a break-even analysis.

Status Report 1992

Based on assessment of facility conditions and the potential to enhance programs as it relates to facilities, many projects are either completed or planned. Some of these are listed as follows:

MAIN CAMPUS

ATHS - Convert Room E103 to Office
- Renovate Room E228 as a Temp. Classroom
- Renovate Electronics Toolroom E123

ACC - Renovate Rooms 132/133
- Renovate Rooms 306/308

LEC - Construct door between LEC129/Store Room
- Install air purification systems in Rooms A107/A112/A142

ATC - Construct connecting door for Rooms 140/141
- Install door and complete masonry work in Room 140-Dyno Unit
- Replace curtains/window shades in Rooms 147/148/149

DC - Improve ventilation in Dyno Test Cell

TTC - Restore roof

(Between) PDC/ATHS - Install pathway from the PDC to the east end of the ATHS

EARTH SCIENCE CAMPUS

- Convert Conference Room to Office

- Install new kitchen facilities

MORGAN VALLEY RETREAT CENTER

- Complete roadway

MISCELLANEOUS PROJECTS

PAINTING:

TT1 - Paint outside

LEC - Paint Room A217
- Outer Lobby Ceiling
- Susquehanna Room Ceiling and Chair Rail

MTC - Paint roof

TANK INSPECTIONS/UPGRADING:

MAIN CAMPUS - Inspection and evaluation for leakage

EARTH SCIENCE CAMPUS - Removal and relocation

GENERAL SERVICES - REACH ROAD:
- Roof repairs

ACADEMIC CENTER:
- Restoration/waterproofing exterior
- Modernization of elevator

LEARNING RESOURCES CENTER:
- Renovation of elevator

BUILDING TRADES CENTER:
- Breach replacement for boilers

GYMNASIUM:
- Install fire doors

The College, through scheduled walk-through inspections, or via written memoranda, monitors the facilities' instructional operations as they relate to physical plant operations. If a situation arises where changes in the physical plant will enhance a program or improve safety, the divisions are advised to develop a project for capital consideration.

WT - IS.4.3 The College will review on a regular basis facility deficiencies to insure that needs are corrected and that facility deficiencies will not affect program requirements.

Status Report 1992

Division Directors, supported by faculty, monitor facility status and inform the Vice President for Academic Affairs of needed action to support program delivery.

In addition, General Services staff conduct actual on-site inspection of all areas by the Division Directors and Deans. These inspections result in the preparation of work orders and/or renovation requests for repairs and reconstruction. Requests are reviewed with General Services, with minor needs addressed through that unit, and with major needs reviewed and evaluated by the President.

The Phase IV initiative for the construction of three major projects totaling in excess of $30,000,000 began in the fall of 1991. This project will provide the Pennsylvania College of Technology with a state-of-the-art Aviation Center, an outstanding student services facility, and a Performing Arts Center that will enhance programs for both the College and the Community.

AVIATION CENTER STATUS REPORT:

As of the spring of 1992, the Aviation Center is approximately fifty percent (50%) complete. The building is being enclosed and mechanical systems are being installed. It includes a state-of-the-art energy efficient heating system through the entire facility, and a new heating floor technology in the hangar part of the project, that will not only provide comfort but energy efficiency. It will be a premier facility at the Lycoming County Airport and provide the opportunity for those people flying into and out of the Airport to become aware of the College's presence. This 50,000 square foot facility will be completed in November, 1992, with occupancy by the students in 1993.

COMMUNITY ARTS CENTER STATUS REPORT:

The Performing Arts Center, a $12,000,000 project, is the restoration of the old Capitol Theater in Williamsport, and proceeds according to schedule. A new front portion of the facility, replacing an older hotel, is being constructed to house several of the art functions in Williamsport currently located throughout the City.

This will provide a central relocation for the Arts in Williamsport. The main portion of the Theater is being restored as much as possible to its original venue. This has entailed extensive renovations to provide new mechanical systems, new electrical and light systems, new sound systems and comfortable seating. It will include restoration by decorative arts contractors, as close as is possible--finishes that were present

when the facility was constructed. A new stage is being added that will be larger and more dynamic. To support this effort, improved dressing rooms and systems are being installed. It is anticipated that the Performing Arts Center of the Pennsylvania College of Technology Foundation will open in the late spring of 1993.

CAMPUS CENTER STATUS REPORT:

During the latter part of 1991 and early winter of 1992 excavation and concrete foundations were begun for the new 100,000 square foot Campus Center that will enhance campus life, provide daycare, a student health club, an entertainment facility, improve fine arts opportunities, new counseling facilities, an expanded Bookstore operation and an additional cafeteria function.

Expectations for completion of this project are the fall of 1993, and this new facility will be a major keystone complementing all campus life.

All three of these projects are running concurrently and have received major support from campus administration and the Community.

WT - IS.4.4 The College will, as additional expansion takes place, incorporate within the project review the changing needs for parking requirements.

Status Report 1992

The College continues to review, consistent with changes and increased parking requirements, the need for constant parking lot maintenance. The temporary spaces that were provided during the spring of 1991 have been replaced by a hard-surfaced parking lot on the west end of the Campus.

As planned, this facility accommodates approximately 400 cars and provides an overflow for student and staff parking. This additional space has been lightly used during the current year but will be used more extensively as parking spaces around the new Campus Center, which currently support faculty and staff, will be used to support the Campus Center building. The parking fees that have been charged have paid for this new parking lot as well as re-surfacing and refinishing other areas across the Campus.

WT - IS.4.5 The College will develop an on-line database to meet requirements for physical facility inventory and space utilization as the profile of programs change across the Campus. Within the structure of the program, a periodic update will be included.

Status Report 1992

This project is pending and currently being worked on by the Administrative Services and Academic Affairs Departments. The Facilities Committee has also been reviewing various reports/updates from Ginni Michael, David Gilmour and Carl Christiansen (all members of this committee) throughout this year. When final reports are approved and distributed, the appropriate steps will be taken to retire this task.

WT - IS.4.6 The College will undertake the financing, planning, and implementation of the Stage IV Building Program to include a Campus Center, Community Arts Center, Aviation Center, and other facility renovations and enhancements.

Status Report 1992

All three of these building projects have begun this year with expected completion dates of:

Aviation Center - November, 1992

Community Arts Center - Spring, 1993

Campus Center - Fall, 1993

After completion of these projects, new facility buildings and renovation plans will be reviewed, and if need be, added to this task. If none are scheduled/approved, this task will be retired appropriately next year.

WT - IS.4.7 The College will continue implementation of a recycling program to insure compliance with Pennsylvania State Law, ACT 101.

(ACT 101 of 1988, The Municipal Waste Planning, Recycling and Waste Reduction Act, Section 1509, states by law, that all public, non-public, and private primary and secondary schools and vocational-technical schools, special education schools, driver training schools and state-owned schools and institutions of higher education must establish and implement a recycling program by September 26, 1990.)

Status Report 1992

The College implemented during 1991 a recycling program, which has effectively reduced the amount of material being hauled to local landfills. Faculty, staff, and students have taken this operation seriously and are using the recycling contractors to assist with compliance with Act 101. This, **obviously**, will be an on-going project/process, and it is hoped that it will change and improve as time passes.

WM - IS.4.10 The College will assess the linkage between planning and budgeting to strengthen the cohesiveness of College-wide strategic planning.

Status Report 1992

In an effort to better calendar the planning and budgeting functions, the College altered its budgeting calendar to reflect a much later conclusion to the process. In addition, the development of major institutional initiatives was also pushed to later in the year in order to take advantage of budgetary and planning developments.

Goal

IS-5 General Administration and Logistical Services
Create an efficient network of purchasing, computing, campus mail, motor pool, shipping/receiving and supplies, and related administrative and logistical systems which facilitate and support basic institutional operations.

Tasks

RF - IS.5.1 The College will expand as appropriate the current level and quality of administrative computer and telecommunication support services.

Status Report 1992

Upon establishment of Computer Systems and Information Systems as departments within Computer Services, the Institutional Computing Plan was distributed to a representative group of College employees for review, input, questions, and suggested changes. Questions and concerns were responded to via personal meetings. To further communicate the change in College computing, staff development sessions were held to educate the College community as to the purposes, goals and processes of the institutional computing initiative. Processes were developed for users to request computing services, and for Computer Services to get users' evaluations of the services received.

Computer Systems and Business Operations are active participants in hardware, software, and systems development and evaluation for new construction, library automation, College-wide debit card system, Bookstore retail management system, and facilities rentals.

Implemented as external transcript evaluation system using knowledge-based technology.

Extended data and telecommunications to support the expansion of Food Services meal plans and operations to the Earth Science Center and the Street Cart.

Implemented a mechanism to coordinate the scheduling of computer labs; reorganized computer labs to improve utilization; developed an upgrade and replacement plan for computer labs; published a brochure detailing location and description of hardware; software, hours of operation, and support available in computer labs.

Developed institutional database of hardware and software.

Established word processing, spreadsheet, and supporting hardware minimum standards. Began upgrading of users to minimum standards.

Developed an implementation plan for campus-wide communications network: established communications protocol standards, evaluated and selected network operating system software, began work to install fiber optic network communications backbone to link the Academic Center and the Advanced Technology and Health Sciences buildings, expanded the modem pool and provided additional employee training for accessing off-campus information services.

Participated in fact finding, data gathering, and needs assessment for the successful delivery of the new baccalaureate programs. Modified systems to accommodate this initiative.

RF - IS.5.2 The College will develop a structured, well-defined system of logistical support services.

Status Report 1992

Electronic supplies ordering and work order systems were implemented. The first phase of implementing the electronic document interface (EDI) concept was initiated with the refinement of the electronic work order system and the development of the electronic purchase order system. The piloting of the electronic P.O. system began in April, and will be evaluated for campus-wide implementation.

In conjunction with Academic Affairs and Student Services, procedures were developed for the identification, selection, purchase and delivery of furniture and equipment for the three construction projects.

Implemented College-wide Computer Services problem tracking/ reporting and quality assessment systems.

Computer Services completed 57 new system requests which provide new computerized capabilities to all areas of the College.

A College-wide debit card system was designed, and the first phase of acquisition and installation was implemented.

Work was initiated to develop a comprehensive plan to improve the facilities rentals process.

RF - IS.5.3 The College will deliver high quality auxiliary enterprise programs.

Status Report 1992

Food Service operations were expanded to the Earth Science Center and the Street Cart, with meal plan capabilities implemented at both locations.

An additional Food Services operation was established in the Academic Center.

Effective July 1, 1992, all food and beverage vending will become the sole responsibility of Food Services, with a plan in place to continue financial support from vending to College Activities.

Developed a five-year plan of operations for Food Services. Continued operational planning for expansion of College Store and Food Services in the Campus Center.

RF - IS.5.4 The College will expand as opportunities allow the Information Center function to provide state-of-the-art technological support in the areas of local area networking, office automation, and access to the College data bases.

Status Report 1992

See IS.5.1

RF - IS.5.5 The College will enhance the Computer Services training experiences for new personnel and update competencies of existing personnel on current or new applications.

Status Report 1992

Established hardware/software training and evaluation center in Computer Services.

Training sessions on various applications (Quattro Pro, Windows, Agenda, etc.) were offered through cooperative efforts between Computer Services, Staff Development, and the Technology Transfer Center.

RF - IS.5.7 The College will review and revise, as appropriate, the automated budgeting, accounting, research, and reporting systems to support administrative decision making.

Status Report 1992

See IS.2.2

JM - IS.5.8 The College will evaluate cost implications and tuition and fees associated with nontraditional educational experiences.

Status Report 1992

*By vote of the Long Range Planning Committee and College Council, Task IS.5.8 was removed from the list of active tasks and requires routine maintenance.

WM - IS.5.9 The College will enhance the scheduling, billing, registration, and reporting support systems.

Status Report 1992

The major enhancement to the scheduling system during the past year was the implementation of automated scheduling for returning students. Piloted in Spring 1991, this system was fully implemented during the 1991/92 academic year. In addition, the scheduling process during the spring was decentralized in a number of Academic Division offices to provide better services for students during the scheduling week.

Goal

IS-6 Quality Assurance
To assure that Penn College aspires to the highest standards of academic excellence promulgated by the Middle States Association in its handbook "Characteristics of Excellence in Higher Education - standards for accreditation."

Tasks

WM - IS.6.1 The College will participate in the periodic self-assessment process prescribed by the Middle States Association, and will secure re-accreditation.

Status Report 1992

The College concluded its Self-study in December 1991. This Self-study was forwarded to Middle States Association along with the annual update to the Long Range Plan and the College's Sourcebook. These materials were supplemented with a variety of on-campus exhibits available to the team which visited the College during February. The chairperson's highly favorable report was received by the College in March, and re-accreditation is expected as a part of Middle States Association meetings to be conducted in June. The Governance system has assumed responsibility for implementing the recommendations made as a part of the Self-study as well as incorporating several new recommendations made by the visiting team. These recommendations may either be implemented directly through administrative action or made a part of Governance recommendations for immediate action, or incorporated into the Long Range Plan for future institutional activity.

GOAL AREA: PUBLIC SERVICE

To serve as a catalyst for community economic, social, and cultural development through meetings, seminars, cultural events, technical consulting services, applied projects in the community, and other activities as appropriate.

Goal

PS-1 Technical Consultation

Provide technical consultation and undertake off-campus service projects of instructional value to benefit College constituencies.

Tasks

JM - PS.1.1 The College will evaluate requests for technical consultation and off-campus service projects on an annual basis.

Status Report 1992

***By vote of the Long Range Planning Committee and College Council, Task PS.1.1 was removed from the list of active tasks and requires routine maintenance.**

JM - PS.1.2 The College will perform projects as deemed instructionally valid.

Status Report 1992

***By vote of the Long Range Planning Committee and College Council, Task PS.1.2 was removed from the list of active tasks and requires routine maintenance.**

JM - PS.1.3 The College will participate in on-campus projects as deemed instructionally valid.

Status Report 1992

The following is a list of on-campus projects completed during the 1991/92 year:

Electrical Technology/Occupation Programs

- Installed 100 amp sub panel in lab area
- Installed 6000 wire mold to rewire 20 lab stations
- Installed 6000 wire mold in computer lab
- Installed various extension cords in AT labs
- Removed six (6) floor-mounted disconnect switches in carpentry area
- Relocated radial arm saw
- Ran conduit/wire in BTC 104W masonry lab
- Installed 3-phase receptacles in TT III - Room 126, 127, and 128
- Installed emergency ballasts throughout TT II and III in classrooms and restrooms
- Rewired classroom in TT III, Room 103
- Installed wire mold, conduit, wire, and receptacles for PLC lab relocation
- Installed 30 amp disconnects for water heaters in plumbing lab

Building Construction Technology/Carpentry Programs

- Constructed bookshelves for BTC 116
- Constructed and installed countertop and wall cabinets for BTC 116
- Constructed computer stands for Computer Information Services
- Constructed 8 x 8' bookcase for Automotive area

HVAC/Plumbing Programs

- Relocate eyewash station in BTC 116 to masonry lab
- Replace drains in masonry labs

Earth Science/Natural Resource Management Programs

- Built a fence in front of Earth Science Center
- Built a new ornamental bed in front of Earth Science Center
- Reseeded the front lawn circle at Earth Science Center
- Weekly floral centerpiece for Le Jeune Chef
- Flower arrangements for Toyota Open House
- Flower arrangements for the President's Golf Classic
- Flower arrangements for Part-Time Teaching Excellence Awards
- Flower arrangements for the Foundation Donors Banquet
- Built picnic benches at the Earth Science Center

- Completed nature trail at the Earth Science Center

- Built and installed nesting boxes at the Susquehanna River Property (Heavy Construction Equipment Training Site)

Industrial Technology Division

- Made candlesticks for gifts upon request from President

MW - PS.1.4 The College will summarize activities on an annual basis to optimize public relations value.

Status Report 1992

The new quarterly, multipurpose publication, One College Avenue, was published beginning in Fall of 1991. The publication folds-in several present publications but, uses inserts to address varied audiences.

JM - PS.1.5 The College will develop a mechanism for evaluating public requests for College services.

Status Report 1992

Public requests of instructional projects are reviewed at the divisional level to insure appropriate student learning from the project. Presidential approval is required for off-campus projects. Technology Transfer Center applies similar criteria before accepting projects.

JM - PS.1.6 The College will identify the appropriate scope of service to business and industry in relation to the College mission statement.

Status Report 1992

Technology Transfer Center evaluates individual projects in terms of the College's ability to provide quality outcomes and in terms of appropriate return on investment of College resources to accomplish the project. Priority is given to projects which can return to faculty and students staff development, equipment,

materials and supplies and other assets which will enrich the instructional programs beyond the scope of the individual business/industry initiative. Administrators from academic divisions or other College units impacted by a business/industry project review proposals and must approve before any such project is initiated.

JM- PS.1.7 The College will write procedures and criteria evaluating all requests for technical projects.

Status Report 1992

Such procedures are in place as noted in PS.1.6 above.

Goal

PS-2 Enrichment Programming
Provide cultural, educational, and entertainment programming that enriches the academic and personal development of the student body and the community.

Tasks

WM - PS.2.1 The College will provide programming that enriches the academic and personal development of the student body and community residents.

Status Report 1992

The College's 1991-92 cultural programming not only provided 34 entertaining performances for audiences of all ages, but included several artists in residency programs for our students and the community. Our cultural events range from poetry readings to stand-up comedians, theatre for children to special programs for seniors, Broadway shows to string quartets, college artists to modern dance; literally something for everyone.

The residency activities of artist included special workshops, master classes, readings for children, lecture/demonstration, seminars, and informal discussions. Several of these were held on our campus, but many were presented at various community

locations; Bethune-Douglass Community Center, James V. Brown Library, Williamsport Elementary, Middle, and High Schools, Liberty Elementary School, Lewisburg Elementary, and Middle Schools and the Lycoming Mall.

In addition to the artist residencies, the College presented many activities related to the artist/author being presented; seminars, discussions, book reviews, study guides, and curtain talks.

For the Young Audience Series, which targets youth from nine to fifteen, each performance dealt with a current issue; gender identity, black history, and substance abuse. To emphasize these programs, special activities were initiated not only to educate our youth, but to encourage discussion of these issues challenging them. Incorporated into a full day of activity was lunch, tours of Lycoming Historical Museum or Little League Museum, oral histories, and information sessions by Valley Prevention Services.

Two of the artist companies presenting their talent were artists with disabilities' National Theatre of the deaf (hearing impaired) and Famous People Players (learning disabled). As a general awareness of these disabilities was highlighted in promoting these performances, the audience had several persons with these disabilities as well as persons working the disabled at the performance. The audience and artist were given the opportunity to interact following each performance.

Our cultural programming plays an integral role on campus blending academic with co-curricular. These activities are expanding with College faculty and student input each year. Our cultural programming also plays a significant role in the community by securing quality artists/authors form all mediums and of diverse cultures to educate and entertain persons of all ages.

WM - PS.2.2 The College will expand the entertainment opportunities for community residents.

The College presented the following series/programs during the 1992/93 academic. The Performing Artist Series included The Flying Karamazov Brothers, Turtle Island String Quartet, Stars of the Lawrence Welk Show, Yakov Smirnoff, National Theatre of the Deaf presents: Treasure Island, Bobby McFerrin with Voicestra, and Barnum. The Susquehanna Valley Dance Series included "Bolero & Dracula, the Ballet" presented by Ballet Theatre of Pennsylvania, Phoenix Dance Company, Lewitzky Dance Company, Susan Marshall & Company, and Foot & Fiddle Dance Company. The Fall Children's Series included The Love Bug's Hug, Animal Tales & Dinosaur Scales, Healthy Planet, and the Spring Children's Series included Harold and the Purple Crayon, Heidi, and Rapunzel. The Young Audience Series included such events as Maid Marion and Robin Hood, too, Freedom Train, and Jekyll & Hyde. Our Family Series featured Colours in the Dark, Pinocchio and Dinosaurs. The Women's Series included Gwendolyn Brooks, author/poet, Dale Stein, comedienne, a performance of Driving Miss Daisy, Verna Aardema, children's author, Rita DeWitt, photographer, and Eugenia Zukerman, author and flutist. Additional Special Events featured Chic Street Man and Little Theatre of the Deaf.

PART III

Please remove the "Planning Manual" from your copy of the 1991-1994 Long Range Plan and insert here.

If you are new on our distribution list, and need a copy, please call Connie Funk at X7771.

Thanks for your help in holding down unnecessary costs and saving trees.

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LONG RANGE PLANNING

Pennsylvania College of Technology

Planning Manual

Written by the Long Range Planning Committee 1990-1991, under the direction of:

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INTRODUCTION

This planning manual describes the various component processes of Pennsylvania College of Technology's (Penn College) strategic long range planning cycle. Each component process of the cycle is divided into steps, indicating the primary participants, the actions they take, and a proposed time frame for completing the actions. Furthermore, each process is keyed to a corresponding flowchart, depicting the progression of the steps.

Penn College has revised its long-range planning process in an effort to provide a more strategic focus. In so doing, it has enhanced the role of research and integrated this function with the planning process in order to achieve a strategic outlook.

The process also describes a method for validating changes in the plan. In the past, Penn College did not have a systematic method for reviewing the plan on a periodic basis and establishing campus-wide input on planning changes. Such changes are now accomplished through a dual track that utilizes the institution's organizational hierarchy (the vice presidents, the deans, the assistant deans, the directors they supervise, and the faculty and staff within each division or department) as well as the Governance System. Thus, any alterations of a planning component require Governance approval through one of the committees and College Council.

Coordination of the planning process lies with the Director of Institutional Research and Planning. The Long Range Planning Committee in Governance reviews various issues and research projects and makes recommendations regarding planning implications based on the results of these reviews. This committee also performs custodial functions regarding the structure of the Strategic Long Range Plan, including component numbering, taxonomy, and structure.

OVERVIEW

The College's Long Range Plan includes a governing philosophy and a mission statement for the institution. The Plan lists College goals and organizes them into five goal areas: Instruction, Academic Support, Student Services, Institutional Support, and Public Service. Delineated tasks lead to the accomplishment of each goal.

From the Philosophy and Mission, President's Council distills a Vision Statement, a short version that states the essence of the College's philosophy, mission, and future direction.

PLANNING PRODUCTS

Penn College produces a number of documents which address various aspects of the planning process and provide a strategic direction for the College. These include the following:

Strategic Planning Sourcebook This document replaces the institution's Fact Book. It is an information source for the College community and includes a history of the institution as well as its organizational structure. In this document resides a great deal of internal and external data of planning interest to various segments of the College community.

Major Institutional Initiatives This annual list of objectives is drawn from the Long Range Plan, key routine operations, and presidential initiatives and includes, in brief form, the major activities to be undertaken by the College during the upcoming year.

Strategic Long Range Plan This document includes the philosophy, mission, goals, and tasks of the College as well as an annual progress update describing the status of each task.

Long Range Plan Cumulative Update This document includes the philosophy, mission, goals, and tasks of the institution as well as all of the annual updates for each of the tasks since the last Middle States Accreditation.

Annual Plan of Operation This document includes the objectives from the MBO Plan for each of the area vice presidents and deans and is drawn from the Long Range Plan.

Annual Performance Report This document is based, in part, on the evaluation of each of the area vice presidents and deans' progress in accomplishing annual objectives as stated in the Annual Plan of Operation.

TERMS USED IN THE PLANNING PROCESS

Objective An objective is an initiative developed by an administrator to accomplish all or part of a goal or task from the Long Range Plan.

MBO (Management By Objective) On an annual basis, each administrator prepares an MBO plan that includes the annual list of objectives (most of which must be tied to the Long Range Plan) and strategies for accomplishing each objective for the upcoming year.

EMR (Executive Management Review) This document summarizes the process by which each administrator is evaluated based upon successfully accomplishing the given set of objectives delineated in the annual MBO Plan.

Research and Evaluation

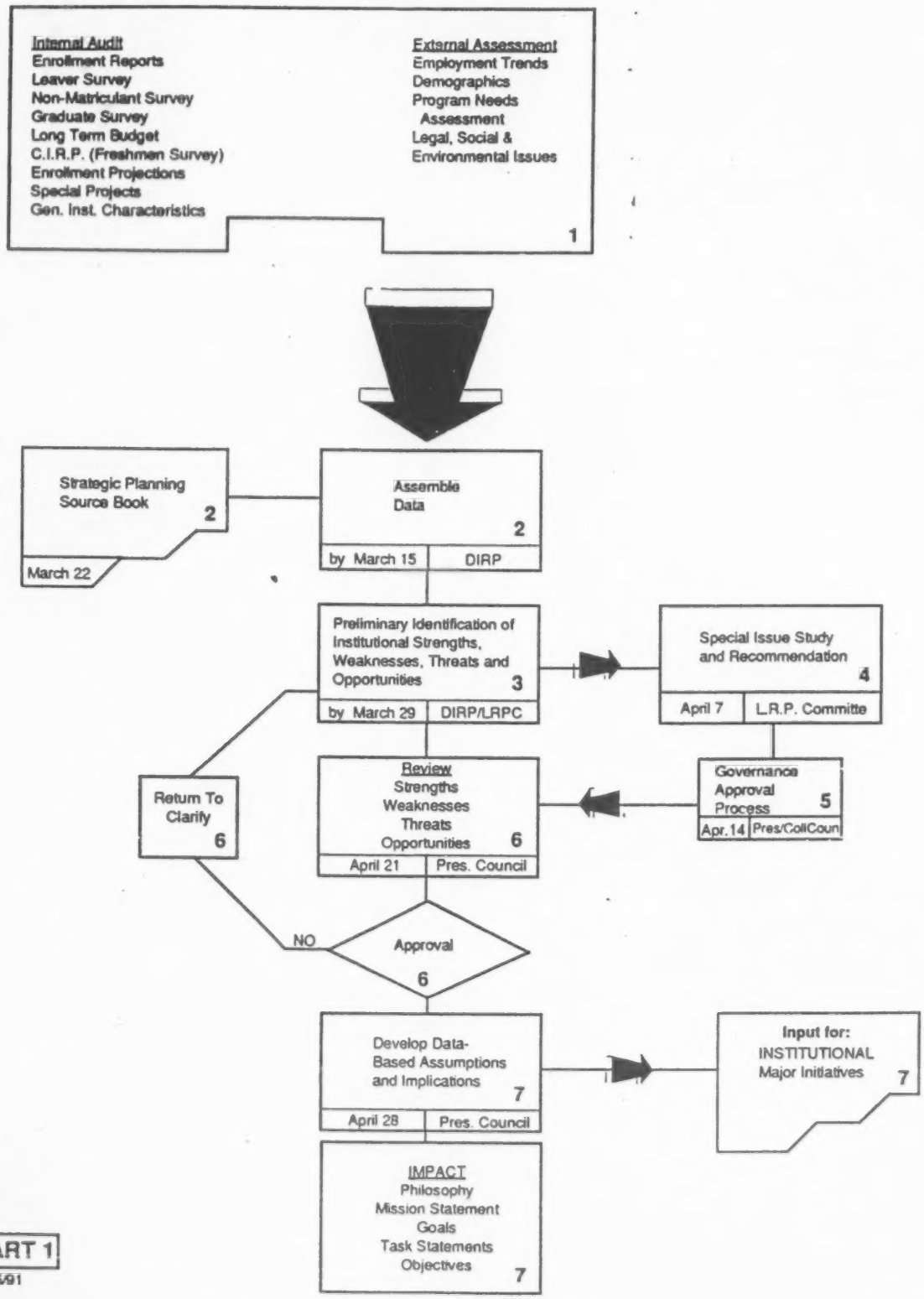

CHART 1
4/5/91

PROCESS FOR COLLEGE RESEARCH AND EVALUATION FOR STRATEGIC LONG RANGE PLANNING

Every eight months to a year the Director of Institutional Research and Planning (DIRP) and the Long Range Planning Committee (LRPC) review the college's research and evaluation efforts. The following steps describe the process for producing the Strategic Planning Source Book and evaluating the compiled data as shown in Chart 1 of the Strategic Planning Cycle.

1. The Director of Institutional Research and Planning (DIRP) conducts internal audits and external assessments to develop a variety of research documents. They consist of:

Internal Audits:	External Assessments:
enrollment reports	employment trends
Leaver Survey	demographics
Non-Matriculant Survey	program needs assessment
Graduate Survey	legal, social, and environmental issues
long term budget	
C.I.R.P.(Freshman Survey)	
enrollment projections	
special projects	

   Proposed completion date: March 15.

2. The DIRP assembles/compiles this data for inclusion in the Strategic Planning Source Book.

   Proposed completion date: March 22.

3. The DIRP and LRPC evaluate all data to identify institutional strengths, weaknesses, threats and opportunities.

   Proposed completion date: March 29.

4. The LRPC chooses special issues for study and develops corresponding recommendations to send to College Council.

   Proposed completion date: April 7.

5. College Council reviews the LRPC's recommendations through the Governance approval process and

   - o approves the recommendations and forwards them to President's Council

   OR

   - o does not approve the recommendations and returns them to the LRPC for follow-up clarification/revision.

   Proposed completion date: April 14.

6. President's Council reviews DIRP's and LRPC's preliminary identification of institutional strengths, weaknesses, threats and opportunities for institutional planning and

   - o approves the definition of strengths, weaknesses, threats, and opportunities for use in institutional planning

   OR

   - o does not approve the definitions of strengths, weaknesses, threats, and opportunities and returns them to DIRP/LRPC for clarification/revision.

   Proposed completion date: April 21.

7. President's Council develops planning assumptions and and implications based on internal audits, external assessments, and preliminary identification of Strengths, Weaknesses, Opportunities, Threats (SWOT).

   Proposed completion date: April 21.

   The assumptions and implications become input for Major Institutional Initiatives and also impact the College's Philosophy, Mission Statement, Goals, Task Statements, and Objectives.

This completes the process for research and evaluation for strategic long range planning.

COLLEGE PHILOSOPHY

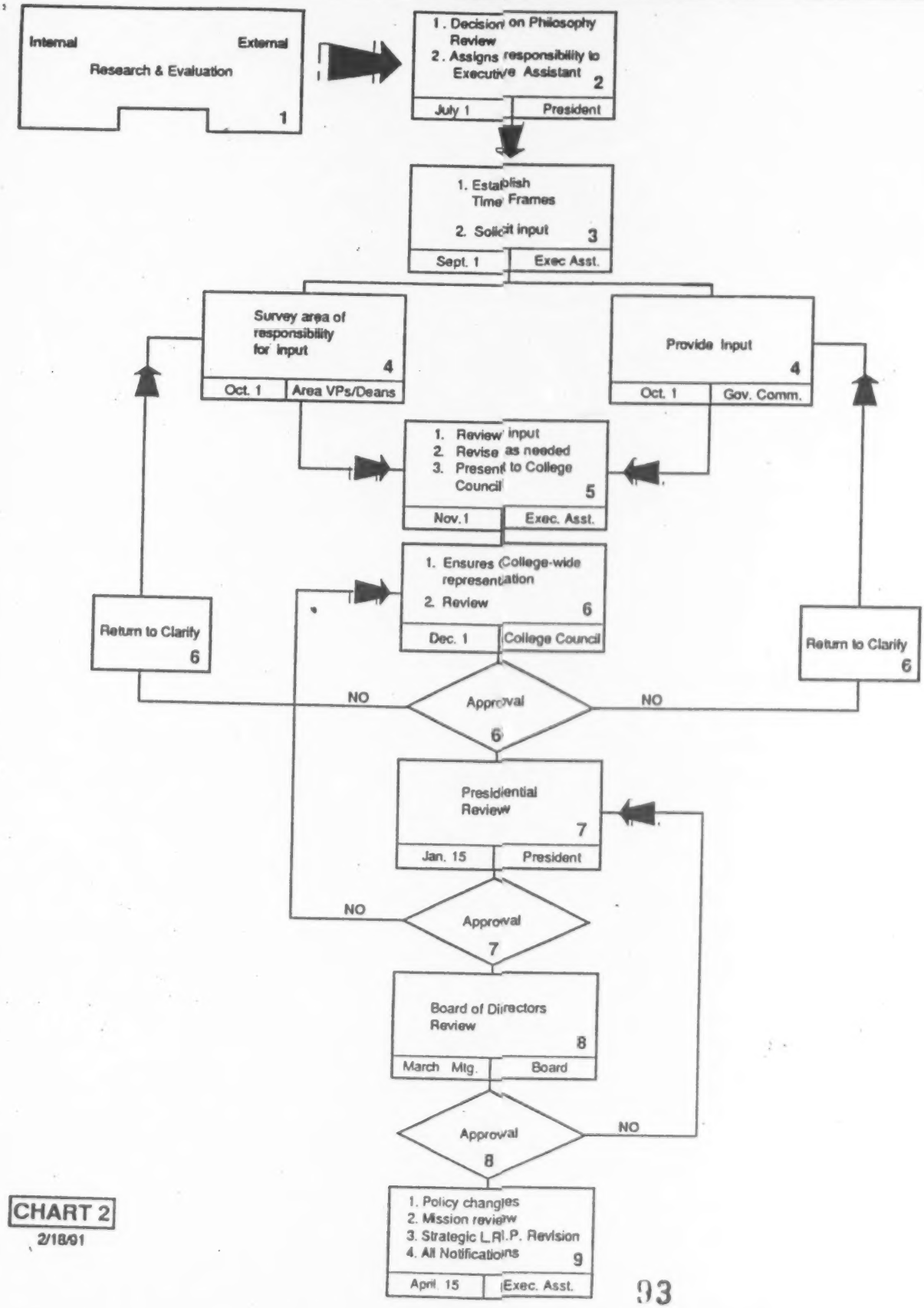

CHART 2
2/18/91

Process for Revising the College's Philosophy

Every five to seven years, members of the College community review the College's Philosophy, with close attention to the changing environment. The College's Philosophy requires a substantial change in the environment in order to be modified. The following steps describe the process for revising the College's Philosophy, as shown in Chart 2 of the Strategic Planning Cycle.

1. The Director of Institutional Research and Planning conducts internal audits and external assessment to produce a variety of research documents (see Chart 1 and the Process for Research and Evaluation) and provides these to the President for use in planning.

   Proposed completion date: Ongoing.

2. The President determines the need to review the College Philosophy based on information provided through research and evaluation and adds this objective to the Executive Assistant's MBO plan.

   Proposed completion date: July 1.

3. The Executive Assistant establishes a time frame for review and solicits input from area vice presidents, deans, Governance committees, and the Corporate Advisory Board.

   Proposed completion date: September 1.

4. Vice Presidents, deans and governance committees survey their respective areas for additional input. Vice Presidents, deans, and governance committees provide input to the executive assistant.

   Proposed completion date: October 1.

5. The Executive Assistant reviews all input, makes revisions to the College Philosophy, and presents the revised College Philosophy to College Council.

   Proposed completion date: November 1.

6. College Council solicits input, ensures representation from the entire campus community, reviews the proposed revisions, and:

   - o approves the revised College Philosophy and sends it to the President

   OR

   - o does not approve the revised College Philosophy and returns it to the appropriate vice presidents, deans or governance committees for follow-up clarification/revision. Appropriate participants repeat steps 5 & 6.

   Proposed completion date: December 1.

7. The President reviews the revised College Philosophy, shares it with the Corporate Advisory Board, and:

   - o approves it for presentation to the Board of Directors for their review and approval

   OR

   - o does not approve it and returns it to College Council for follow-up clarification/revision. College Council then resubmits the revised College Philosophy to the President. The President repeats step 7.

   Proposed completion date: January 15.

8. The President presents the revised College Philosophy to the Board of Directors. The Board of Directors reviews the revised Philosophy and:

   - o approves it for incorporation in College documents

   OR

   - o does not approve it and returns it to the President for further clarification/revision. The President and the Board of Directors repeat step 8.

   Proposed completion date: March meeting.

9. The Executive Assistant coordinates the necessary follow-up activities based on these approved changes in the College's Philosophy. These activities include: revising college policy, reviewing the Mission, revising specific items in the Long Range Plan, and notifying the College community.

Proposed completion date: April 15.

This completes the process for revising the College Philosophy.

MISSION STATEMENT

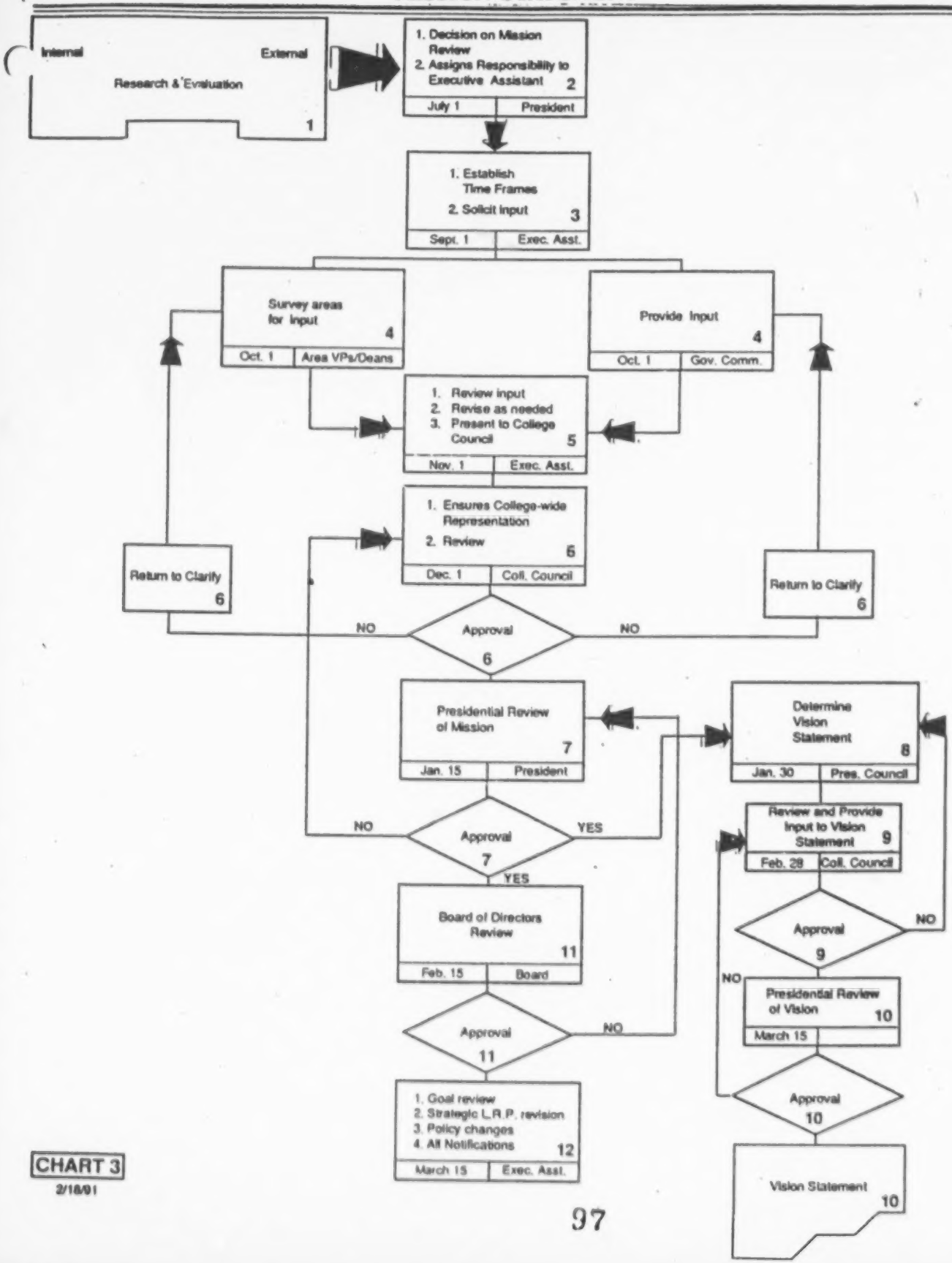

CHART 3
2/18/91

Process for Revising the College's Mission Statement

Every three to five years, members of the College community review the College's mission statement and vision statement. The following steps describe the process for revising the College's Mission Statement and Vision Statement as shown in Chart 3 of the Strategic Planning Cycle.

1. The Director of Institutional Research and Planning conducts internal audits and external assessments to produce a variety of research documents (see Chart 1 and the Process for Research and Evaluation) and provides these to the President for use in planning.

   Proposed completion date: Ongoing.

2. The President determines the need to review the College Mission statement based on information provided through research and evaluation and adds this objective to the Executive Assistant's MBO plan.

   Proposed completion date: July 1.

3. The Executive Assistant establishes a time frame for review and solicits input from all area vice presidents, deans, Governance committees, and the Corporate Advisory Board.

   Proposed completion date: September 1.

4. Vice presidents, deans, and Governance committees survey their respective areas for additional input/and provide input to the executive assistant.

   Proposed completion date: October 1.

5. The Executive Assistant reviews all input, makes revisions to the Mission statement, and presents the revised Mission statement to College Council.

   Proposed completion date: November 1.

6. College Council receives input, ensures representation from the entire campus community, reviews the proposed revisions, and

   - o approves the revised Mission statment and sends it to the President

   OR

   - o does not approve the revised Mission statement and returns it to the appropriate deans, vice presidents, or governance committees for follow-up clarification/revision. Appropriate participants then repeat 5 and 6.

   Proposed completion date: December 1.

7. The President reviews the revised Mission statement, shares it with the Corporate Advisory Board, and:

   - o approves it for presentation to the Boards of Directors for their review and approval

   OR

   - o does not approve it and returns it to College Council for follow-up clarification/revision. College Council then resubmits the revised Mission statement to the President. The President repeats step 7.

   Proposed completion date: January 15.

8. President's Council develops the college's Vision statement from the approved revised Mission statement and presents the Vision statement to College Council.

   Proposed completion date: January 30.

9. College Council reviews the proposed Vision statement, provides input to the Vision statement as necessary, and:

   - o approves it and sends it to the President

   OR

   - o does not approve it and returns it to President's Council for follow-up clarification/revision. President's Council resubmits the revised Vision statement to College Council. College Council repeats step 9.

   Proposed completion date: February 28.

10. The President reviews the proposed Vision statement and:

- o approves it for incorporation in the LRP

OR

- o does not approve it and returns it to College Council for follow-up clarification/revision. Appropriate participants then repeat steps 9 and 10.

Proposed completion date: March 15.

11. The President presents the revised Mission statement to the Board of Directors. The Board of Directors reviews the mission statement and:

- o approves the statement for incorporation in College documents

OR

- o does not approve the Mission statement and returns it to the President for further clarification/revision. The President and the Board of Directors repeat step 11.

Proposed completion date: February 15.

12. The Executive Assistant coordinates the necessary follow-up activities based on the approved changes in the College's Mission statement and Vision statement. These activities include: reviewing goals, revising specific items in the Long Range Plan, revising College policies, and notifying all areas of the College.

Proposed completion date: March 15.

This completes the process for revising the College's Mission Statement and Vision Statement.

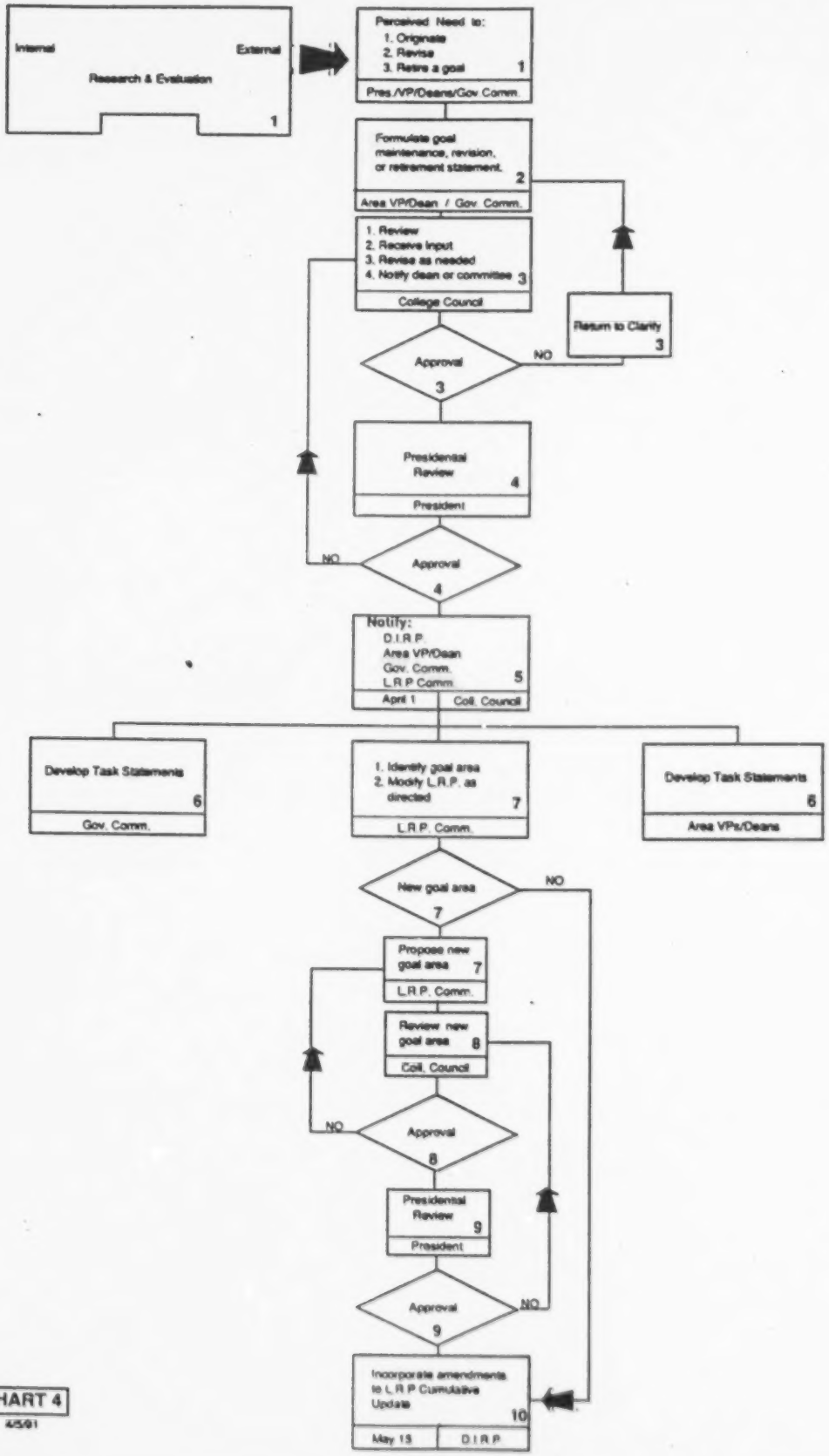
Internal
External
Research & Evaluation
1
Perceived Need to:
1. Originate
2. Revise
3. Retire a goal
1
Pres./VP/Deans/Gov. Comm.
Formulate goal maintenance, revision, or retirement statement.
2
Area VP/Dean / Gov. Comm.
1. Review
2. Receive input
3. Revise as needed
4. Notify dean or committee
3
College Council
Return to Clarify
3
Approval
3
NO
Presidential Review
4
President
Approval
4
NO
Notify:
D.I.R.P.
Area VP/Dean
Gov. Comm.
L.R.P. Comm.
5
April 1
Coll. Council
Develop Task Statements
6
Gov. Comm.
1. Identify goal area
2. Modify L.R.P. as directed
7
L.R.P. Comm.
Develop Task Statements
6
Area VPs/Deans
New goal area
7
NO
Propose new goal area
7
L.R.P. Comm.
Review new goal area
8
Coll. Council
Approval
8
NO
Presidential Review
9
President
Approval
9
NO
Incorporate amendments to L.R.P. Cumulative Update
10
May 15
D.I.R.P.

CHART 4
4/5/91

Process for Amending the College Goals

At any time any segment of the campus community, ordinarily the President, Area Vice President or Dean, or a Governance Committee, may propose an amendment to the College Goals. A complete review of College goals necessarily takes place when the College's Mission changes. Amendments to College Goals can include new goals, revisions, maintenance statements, or retirement statements. The following steps describe the process for revising College Goals as shown in Chart 4 of the Strategic Planning Cycle.

1. The DIRP conducts internal audits and external assessments to provide a variety of research documents (see Chart 1 and the Process for Research and Evaluation) to the college community for use in planning.

2. The President, Area Vice Presidents/Deans, or Governance Committees formulate an amendment to the College Goals for review by College Council.

3. College Council reviews all amendments, solicits input relating to the goal, makes revisions as needed and:

    - o approves the amendment and sends it to the President for approval

    OR

    - o does not approve the amendment and returns it to the Area Vice President/Dean or Governance Committee for clarification/revision. Appropriate participants then repeat steps 2 and 3.

4. The President reviews College Council's recommendation on the amendment and:

    - o approves the recommendation for incorporation in the Long Range Plan

    OR

    - o does not approve the amendment and returns it to College Council for further review or revision. Appropriate participants then repeat steps 2, 3 and 4.

5. College Council notifies the Director of Institutional Research and Planning, the appropriate area Vice President/Dean, the Governance Committee, and the Long Range Planning Committee of any amendments to the College Goals within the Long Range Plan as approved by College Council and the President.

   Proposed completion date for revisions: April 1.

6. Governance Committees or Area Vice Presidents/Deans develop task statements if the amendment is a new goal. The process for developing a task statement is described in the following section.

7. The Long Range Planning Committee:

   - o numbers new goals and places them within one of the five existing goal areas, if possible

   OR

   - o creates new goal areas, as necessary, and proposes those new goal areas to College Council.

8. College Council reviews the new goal area developed by the Long Range Planning Committee and:

   - o approves the new goal area and recommends it to the President

   OR

   - o disapproves the new goal area and returns it to the Long Range Planning Committee for further review/revision. Appropriate participants repeat steps 8 and 9.

9. The President reviews the new goal area created by the Long Range Planning Committee and approved by College Council and:

   - o approves the new goal area

   OR

   - o disapproves the new goal area and returns it to College Council for further review/revision. Appropriate participants then repeat steps 7, 8 and 9.

10. The Director of Institutional Research and Planning incorporates new or revised goal amendments, as approved by the President, in the Strategic Long Range Plan and LRP Cumulative Update.

Proposed completion date: May 15.

This completes the Process for amending College Goals.

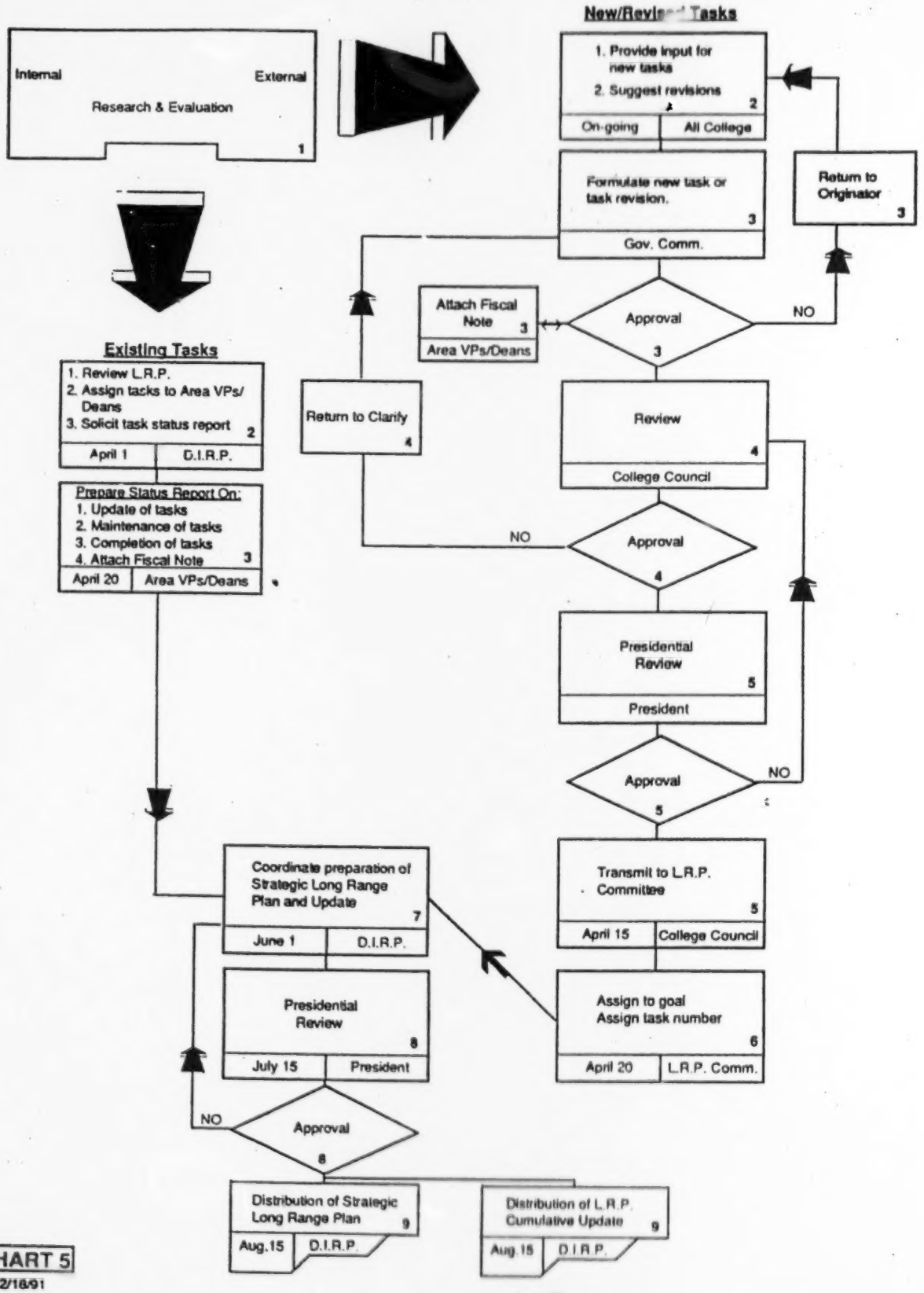

CHART 5
2/18/91

The Process for Creating, Revising, and Reporting Long-Range Planning Task Statements

Annually or on an ad hoc basis, the Director of Institutional Research and Planning, the Long-Range Planning Committee, and other members of the College community create, revise and report on task statements. A Long Range Planning Task Statement specifies actions necessary to accomplish established College goals. The following sets of steps describe the processes for: (1) creating/revising a task statement, and (2) reporting on the status of a task, as shown in Chart 5 of the Strategic Planning Cycle.

Steps for Creating/Revising a Task Statement

1. The Director of Institutional Research and Planning conducts internal audits and external assessments to produce a variety of research documents (see Chart 1 and the Process for Research and Evaluation) and provides these to the college community for use in developing tasks.

   Proposed completion date: Ongoing.

2. Any member of the college community can provide input for developing a new task or revising an existing task. Usually the Area Vice President/Dean, or Governance Committee formulates the statement.

   Proposed completion date: Ongoing.

3. The appropriate Governance committee formulates or reviews the new/revised task statement and:

   - o approves it for presentation to College Council and solicits and obtains a fiscal note from the appropriate Area Vice President/Dean.

   OR

   - o disapproves the task statement and notifies the originating party.

4. College Council reviews the new or revised task and:

   - o approves the new or revised task

   OR

   - o does not approve the task and returns it to the originating governance committee. Appropriate participants then repeat steps 3 and 4.

5. The President reviews the new or revised task with its attached fiscal note and:

   - o approves it and transmits the task to the Long Range Planning Committee through the College Council

   OR

   - o does not approve the task and returns it to College Council for follow-up clarification/revision. Appropriate participants then repeat steps 4 and 5.

   Proposed completion date: April 15.

6. The Long Range Planning Committee places the task under the appropriate goal and numbers it.

   Proposed completion date: April 20.

7. The Director of Institutional Research and Planning incorporates new and revised tasks into the Long Range Plan and Cumulative Update of the Long Range Plan.

   Proposed completion date: June 1.

8. The President reviews the Long Range Plan and Cumulative Long Range Plan and:

   - o approves the documents for college-wide distribution

   OR

   - o does not approve the documents and returns them to the Director of Institutional Research and Planning for revision/clarification. Appropriate participants then repeat steps 7 and 8.

   Proposed completion date: July 15.

9. The Director of Institutional Research and Planning distributes the Strategic Long Range Plan and Cumulative Update of the Long Range Plan.

   Proposed completion date: August 15.

This completes the process for creating new tasks or revising existing tasks.

Steps for Reporting on the Status of Tasks

Existing, unrevised tasks follow an abbreviated path, as described in these steps.

1. The Director of Institutional Research and Planning reviews the Long Range Plan and matches the task statements to the appropriate Area Vice-President/Dean.

   Proposed completion date: April 1.

2. The Director of Institutional Research and Planning solicits a status report from each Vice President/Dean. Status reports indicate the current status of a task, the maintenance of a task, or the completion of a task.

3. Area Vice-Presidents/Deans prepare a status report covering all assigned task statements. Status reports indicate the current status of a task, the maintenance of a task, or the completion of a task. Area Vice-Presidents/Deans attach fiscal notes to each task statement in their status reports.

   Proposed completion date: April 20.

4. The Director of Institutional Research and Planning updates the Strategic Long Range Plan and Cumulative Long Range Plan to reflect the progress indicated in the completed status reports.

The remaining steps are the same as new/revised tasks (steps 8-9).

This completes the process for assessing the status of existing tasks that do not require any revisions.

OBJECTIVES

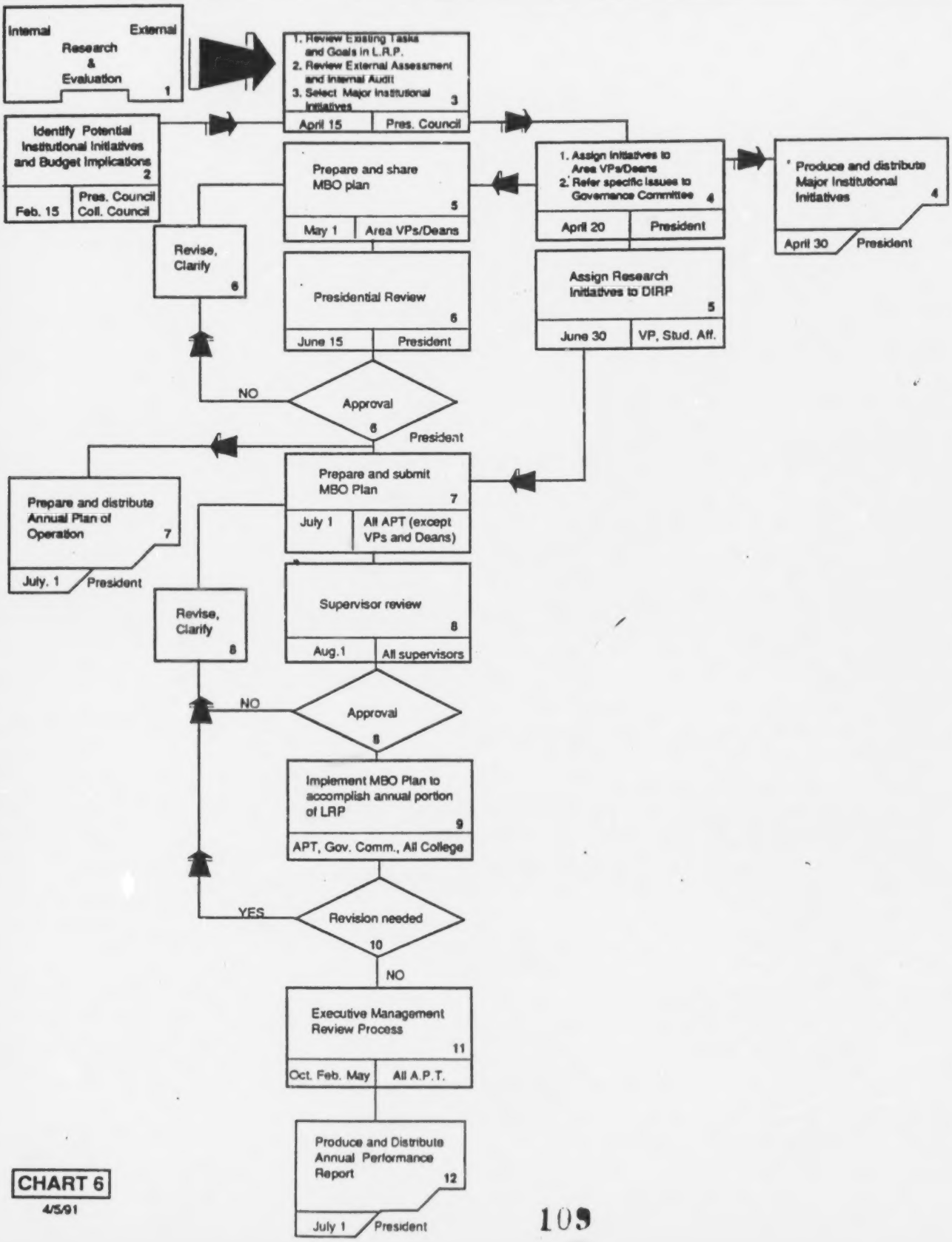

CHART 6
4/5/91

Process for Developing Objectives

Every year, President's Council develops major institutional initiatives; Area Vice Presidents, Deans and most administrative staff develop their individual objectives; and the President compiles the Annual Performance Report. The following steps describe the process for developing Major Institutional Initiatives, the Institutional Annual Plan, APT Objectives, and the Annual Performance Report as shown in Chart 6 of the Strategic Planning Cycle.

1. The Director of Institutional Research and Planning conducts internal audits and external assessments to produce a variety of research documents (see Chart 1 and the Process for Research and Evaluation) and provides these to President's Council for use in planning.

   Proposed completion date: Ongoing.

2. President's Council identifies potential institutional initiatives and budget implications.

   Proposed completion date: February 15.

3. President's Council reviews the existing tasks and goals in the Long Range Plan in light of the external assessment and internal audit.

   Proposed completion date: April 15.

   AND

   President's Council selects Major Institutional Initiatives from existing tasks and goals in the Long Range Plan and from the potential institutional initiatives.

   Proposed completion date: April 15.

4. The President assigns specific initiatives to the Area Vice Presidents and Deans and refers specific issues to Governance Committees.

   Proposed completion date: April 20.

   AND

   The President produces and distributes an official list of the Major Institutional Initiatives.

   Proposed completion date: April 30.

5. Area Vice Presidents and Deans prepare their MBO plans for the President, incorporating assigned initiatives.

Proposed completion date: May 1.

AND

The Vice President for Student Affairs, on behalf of President's Council, assigns associated research initiatives to the Director of Institutional Research and Planning for inclusion in her MBO plan.

Proposed completion date: June 30 of the next year.

6. The President reviews the MBO plan for each Area Vice President and Dean, and:

- o approves the MBO plan for use in developing objectives for other APT staff

OR

- o does not approve the MBO plan and returns it to the appropriate Area Vice President or Dean for follow-up clarification/revision. Appropriate participants then repeat steps 5 & 6.

Proposed completion date: June 15.

7. The President prepares the Annual Plan of Operation and distributes it to the Board of Directors, Senior Staff and Corporate Advisory Board.

AND

Most other APT prepare and submit their MBO plans to their supervisors.

Proposed completion date: July 1.

8. Supervisors review their staff's MBO plans, and:

- o approve the MBO plan for its congruence with the supervisor's MBOs and for the maintenance of routine staff functions

OR

- o do not approve the MBO plan and return it to the appropriate staff member for follow-up clarification/revision. Appropriate participants then repeat step 8.

Proposed completion date: August 1.

9. APT staff carry out their MBO plans. Through this implementation, all college staff (including faculty and classified) carry out the collective objectives within all MBOs, thereby implementing a portion of the annual Long Range Plan.

   Proposed completion date: July 1 - June 30.

10. APT staff and their supervisors determine when revisions are necessary to their MBO plans. Appropriate participants repeat steps 7-8, as necessary.

    Proposed completion date: Ongoing.

11. APT staff complete the Executive Management Review process to evaluate their progress in meeting their objectives.

    Proposed completion date: October, February, and May.

12. The President compiles the Annual Performance Report, largely based on the year-end Executive Management Review of Area Vice Presidents and Deans, and distributes it to the Board of Directors, Senior Staff and Corporate Advisory Board.

    Proposed completion date: July 1.

This completes the process for developing objectives.

ERIC Clearinghouse for Junior Colleges
AUG 21 1992